MEGA GOAL 3

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McGraw Hill

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Ministry of Education
2025 - 1447

MegaGoal 3 Student Book

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ISBN 13: 9781398962491
ISBN 10: 139896249X

Publisher: Jorge Rodríguez Hernández
Editorial director: Anita Raducanu
Development editors: Kasia McNabb, Ana Laura Martínez Vázquez
Art direction: Heloisa Yara Tiburtius
Interior design and production: Page2, LLC
Cover design: Page2, LLC
Photo coordinator: Kevin Sharpe

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Scope and Sequence

	Unit Title	Functions	Grammar
	Connect **Pages 2–5**	Express opinion and viewpoint, argument; agree and disagree Make deductions about the past and the present	*can't be – must be/must be + -ing – can't have – must have*
1	Two Is Better Than One **Pages 6–19**	Discuss how people/animals can help each other Negotiate Words connected with museums and galleries Express enthusiasm	*Other, others,* and *another* Emphatic *do* Simple present tense vs. present progressive Gradable and non-gradable adjectives
2	Influential People **Pages 20–33**	Talk about fame and fortune Discuss options Asking and telling about personal experiences	*Used to* versus *be used to* *Would* for repeated action in the past versus *used to* *Was/Were going to* (future in the past) Present perfect simple tense Past simple vs. present perfect
3	What Will They Think of Next? **Pages 34–47**	Discuss technology invented over the last one hundred years Make predictions about life in the year 2100 Persuade Words connected with space and the planetary system: part 1	Future perfect Future perfect progressive The future with dependent time clauses Simple present: *be* and information questions Simple past: *be* and *be born* Regular and irregular verbs in the past
	EXPANSION Units 1–3 **Pages 48–53**	**Language Review** **Reading:** Is Anybody Out There? **Language Plus:** Idioms with *world*	
4	The World of TV **Pages 54–67**	Talk about TV films and documentaries Identify genres of TV films Agree and disagree with opinions Words connected with space and the planetary system: part 2	*Both … and, not only … but also, either … or, neither … nor* Independent clauses with *and, but, or, so,* and *yet* Comparatives and superlatives *I'd rather/I'd prefer*
5	Do You Really Need It? **Pages 68–81**	Evaluate and discuss the influence of advertising Create an advertisement for a product Advise someone against something Express preference: *I'd rather/I'd prefer* Words connected with shopping habits	Adverb clauses *Because, because of, since,* and *now that* (*In order*) *to* and *so* (*that*) Conditional sentences with *when, if, even if, in case, only if,* and *unless* *Where, wherever,* and *everywhere*
6	The Gender Divide **Pages 82–95**	Talk about gender differences and similarities Discuss stereotypes Ask for and give directions Words connected with hobbies and interests	Verbs + infinitives or gerunds with different meanings Passive forms of infinitives and gerunds Auxiliary verbs after *but* and *and* Present perfect progressive vs present perfect simple with time markers *Adjectives + preposition + gerund*
	EXPANSION Units 4–6 **Pages 96–101**	**Language Review** **Reading:** The Impact of a Changing World on Human Language and Communication **Language Plus:** Idioms	

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Listening	Pronunciation	Reading	Writing
Listen and identify features of spoken discourse versus written discourse	Recycling and using familiar stress, intonation patterns, expressing disbelief, surprise, query		
Listen for sequence of events in a summary about Dr. Abdullah Al-Rabeeah	The English /r/	Animal Partners	Write an essay about two friends Write and prepare a PowerPoint presentation about symbiotic relationships in teams (Project)
Listen for sequence in a lecture about the history of money	Past tense endings: /t/, /d/, and /ɪd/	Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi: A Success Story	Write a descriptive biographical essay about a person's life Research and make a poster presentation about a person you admire (Project)
Listen for specific information in a talk about the future of newspapers	Consonant clusters	An Out-Of-This-World Vacation	Write a discursive essay about a future development in Saudi Arabia and its impact on you and on society Research and make a PowerPoint presentation on future changes and their impact in a particular area that you are familiar with (Project)
Tools for Writing: Commonly confused words **Writing:** Write an expository essay about the history of a common device or technology and how it will change in the future			
Listen for specific information from a TV interview about office designs	Linking vowel sounds	The Formula behind Detective Stories on TV	Write an expository essay about the formula of a TV film genre Create and present a storyboard on important events in a person's life (Project)
Listen for specific details in a lecture on advertising techniques	*To* before consonants and vowels	Ads Everywhere: Do You "Buy" It?	Write a letter to your local newspaper Create and present a new advertisement for an existing product (Project)
Listen for specific details in a discussion about young/new and experienced drivers	Rising and falling intonation on tag questions	Do Men and Women Speak the Same Language?	Write an essay about the communication features of men or women from different cultures Research and make a PowerPoint presentation on communication methods through time (Project)
Tools for Writing: Run-on sentences **Writing:** Write an essay about animal tales in your culture			

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Scope and Sequence

	Unit Title	Functions	Grammar
	Reconnect **Pages 102–105**	Express opinion/view, argument, agree and disagree, belief/disbelief Make deductions/past and present Ask for and give clarification Make suggestions Summarize/recap	*Can't be – must be/must be + -ing – can't have – must have* Recycle familiar verb forms, narrative, connectors and modifiers, passive forms, *would – hypothesis*, modals for ability, possibility, adverbs, gerund, e.g. *capable of -ing*
7	Everyone Makes Mistakes **Pages 106–119**	Talk about famous mistakes in history Discuss personal mistakes Apologize Respond to an apology Words connected with business	Modals and passive modals in the past Count and non count nouns Expressions of quantity: *some, any, a lot of, much, many, enough, plenty of, few, a little, hardly any*
8	Against the Odds **Pages 120–133**	Discuss remarkable events and coincidences Express surprise	*Such . . . that/so . . . that* Reducing adverb clauses Past progressive *Was/were going to; was/were about to* Past perfect tense Past perfect progressive and past simple
9	Beauty Is Only Skin Deep **Pages 134–147**	Discuss beauty products and practices throughout history Talk about the importance of beauty products Make a complaint Respond to a complaint	Noun clauses beginning with *that* Noun clauses after verbs Noun clauses after adjectives Noun clauses as subjects of sentences *Needs to be done; get/have done* Present and past participles
	EXPANSION Units 7–9 **Pages 148–153**	**Language Review** **Reading: Phobias:** Nothing to Fear **Language Plus:** Idioms about fear	
10	They Said, We Said **Pages 154–167**	Discuss gossip and rumors Tell a secret Promise to keep a secret Words connected with the body	Noun clauses as reported speech versus quoted speech Rules and exceptions to the sequence of tenses Noun clauses beginning with *whether* or *if* Modal auxiliaries for the present and future: *must, should, ought to, may, might, can, could*
11	Express Yourself **Pages 168–181**	Discuss world languages Talk about the English language Ask someone to repeat something Words connected with different kinds of vacations	Adjective clauses and relative pronouns Relative pronouns as subjects and objects of adjective clauses Future forms with *will* and *be going to* Conditional sentences with *if*-clauses (present) *Wish/If only*
12	Lost and Found **Pages 182–195**	Conduct an interview Express regret Express understanding Words connected with historical monuments	Using *where* and *when* in adjective clauses Using *whose* in adjective clauses Conditional sentences with *If*-Clauses (Past) *As if/as though* Inversions
	EXPANSION Units 10–12 **Pages 196–201**	**Language Review** **Reading:** It's a Mystery **Language Plus:** Idioms about mysteries	

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Listening	Pronunciation	Reading	Writing
Listen for specific information/ draw conclusions Listen and identify language functions in discourse	Recycle and use familiar stress, intonation patterns, to express attitude or feelings, e.g. disbelief, surprise, query		
Listen for specific information in stories about mistakes	Reductions of modals + *have: could have, should have, might have, must have*	Happy Accidents	Write a descriptive and personal narrative Research and make a poster presentation about indispensable home inventions (Project)
Listen for specific details in a news story about identical twins who were separated at birth	Dropped final consonants	Survival Against the Odds	Write a descriptive essay about your vision of the future in Saudi Arabia in 2030 Research and design a cartoon strip about a survival story (Project)
Listen for specific information in a lecture about fad diets	Stress on affirmative and negative auxiliary verbs	Changing Concepts of Beauty in History	Write a persuasive essay about the importance of beauty Research and evaluate cosmetic products and make a poster presentation (Project)
	Tools for Writing: Sentence fragments **Writing:** Write an informational essay about a condition or disorder that involves the human mind		
Listen for specific details in a rumor as it is spread	Question intonation	Psst. Pass It On. (Why We Gossip)	Write a summary of an article about gossip Research harmful rumors and make a PowerPoint presentation (Project)
Listen for specific details in stories about people making mistakes in English	Emphasizing different words in a sentence to convey different meanings	Invented Languages	Write an email to a friend giving news and discussing differences between your language and English Research and identify specific similarities and differences between English and Arabic; make a PowerPoint presentation (Project)
Listen for specific details in stories about lost and found items	The dropped *h* sound at the beginning of pronouns and auxiliary verbs	Look What I Found!	Write a personal narrative describing a time that you lost and found something important Research a discovery story and make a PowerPoint or poster presentation (Project)
	Tools for Writing: Using the definite article with geographical nouns **Writing:** Write an essay about an unexplained mystery		

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Connect

1 Listen and Discuss

Read the texts and underline the words or phrases that provide facts and/or opinions.

What do you think?

Collaborative learning promotes teamwork in class. Learners work together in small or large teams. However, it is not always easy for individuals to work effectively with others. Some learners prefer to work on their own first, then share ideas and information. Others are reluctant to share, because they want to impress the teacher with their performance. Negative competition in class tends to prevent students from working together, as they feel that they need to keep what they know to themselves, in order to gain credit against everyone else in class.

Who are they? How do you feel about them?

What do people mean when they say that someone is "self-made"? They usually refer to success stories of individuals who have been able to recognize and utilize opportunities in their lives, for the purposes of improving their personal living standards, gaining respect in their community, and helping others. Can you think of successful "self-made" people in your country? Who are they? How do you feel about them?

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Would you take a course on future studies?

Have you heard of the terms 'future studies' or 'strategic foresight'? Future Studies is an interdisciplinary field that studies and analyzes current and past changes with respect to tomorrow. For example, many people believe that the Earth's ecosystem will collapse in the near future, while others believe that it will survive. A foresight approach would analyze and highlight the assumptions underpinning such views. Would you choose to take a course on future studies at university?

Would you buy it?

Infomercials are longer television commercials that include demonstrations of product features and customer comments. A toll-free telephone number and/or website is included for potential buyers accompanied by "an offer you can't refuse".

2 Pair Work

A. Before you discuss each issue, brainstorm and think of:

- phrases you can use to express your opinion/view
- ways to agree and disagree
- arguments to support your view

B. Which topic would you like to know more about? Why? Which topic do you find least interesting? Why?

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3 Conversation

Listen and practice reading the conversation in pairs. Then act it out.

Adnan and Yahya are high school students. They are walking along the corridor, chatting during break.

Adnan: You've heard, haven't you? Our chemistry teacher has been transferred.

Yahya: It can't be true. I saw him yesterday. He can't have left. I thought he must still be teaching in our school.

Adnan: Yes, so did I. But apparently, he has been transferred to his hometown. So someone else is going to be teaching chemistry.

Yahya: I am sorry to hear that.

Adnan: I saw someone new walking into the chemistry lab. He must be our new teacher...

Yahya: Let's have a look. No, it can't be. I don't believe it. He must be looking for me.

Adnan: What are you talking about? That must be our new teacher.

Yahya: No, it can't be.

Adnan: Oh, come on. Why not?

Yahya: Because that's my uncle! He must have known about this but never told me.

Adnan: He must have wanted to surprise you! It's good news, isn't it?

Your Turn

A. Role-play a conversation like the one above with a partner. Use phrases from the box.

Making Deductions	
(present)	It can't be true. / He must be ...
	He must be ...ing ...
(past)	He can't have ... (left.)
	He must have ... (known) ... / He must have ... (wanted) ...

B. Read the situations and make deductions.

1. Your father's car is in the garage. — *He must be home. / He can't have left.*
2. Your cousin's bicycle is in the garden. — *He/She ...*
3. You can't turn on your new computer. — *It ...*
4. Your best friend is not at school today. — *He/She ...*
5. You are 15 minutes late. Your friends don't seem to be in the mall. — *They ...*

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4 Speaking

1. Listen and compare the written text with the spoken account of the incident. Tick the features that you identify in each or both.

	Spoken Text	Written Text
pauses and fillers		
false starts & re-starts		
complete sentences		
incomplete sentences		
re-ordering		
re-wording		
self-correction		
connectors		
punctuation		
intonation		

Has it happened to you or someone you know?

About a week ago I went to check my bank account for the umpteenth time, hoping that I'd find some cash. I placed my card in the machine, keyed in my password and to my great delight; there was the money in my account. So I pressed withdrawal, took my card out of the machine, as I was supposed to, and happily walked away…

I must have taken about ten steps or so, when I thought of checking to make sure that I'd put the money away securely. I searched my small bag and my pockets to no avail. I immediately turned and rushed back to the ATM. As I had feared, there was no cash in the slot.

I then checked my account to only get a confirmation that the amount I had requested had in fact been withdrawn. I was really upset and embarrassed. I called the bank and reported the incident. They promised to check the following day.

Fortunately, the machine had a security feature which pulled back cash that was not collected within fifteen or twenty seconds!

I was feeling really foolish to have done such a thing but then I was told that it happens all the time! Would you believe it?

2. Work in pairs. Think about an incident you heard or read about or something that happened to you or someone you know. Make notes.
3. It might help to write the actions/verbs in the order they happened and then add people, objects and places. Lastly, don't forget to also convey the manner in which things happened. Use your voice, exclamations, adjectives and adverbs.
4. Now use your notes and tell your partner or your class.

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1 Two Is Better Than One

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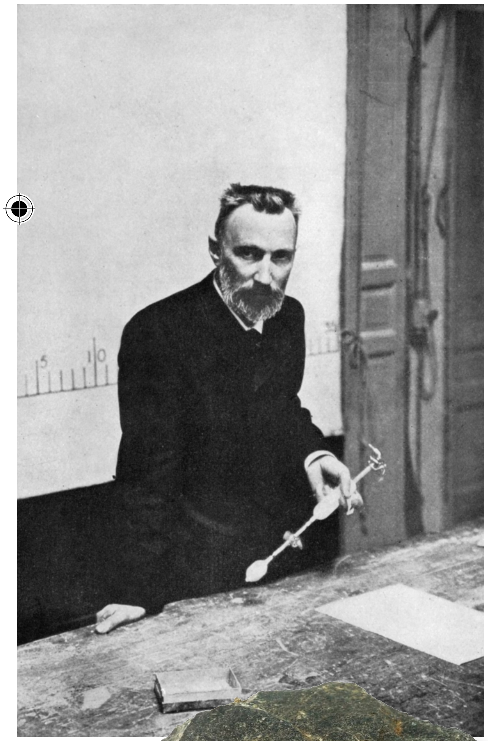
1 Listen and Discuss

1. Name some famous duos, or pairs, who have left their mark in history (for example, a husband and wife team or a pair of siblings). Tell the most legendary story you know of a famous pair.
2. Read the texts about some famous family members from history. Do you think their close relationship made it easier for them to achieve certain goals?

Marie and Pierre Curie (1894–1906)

Maria Sklodowska was born in Warsaw in 1867. She was the daughter of a secondary-school teacher. She studied in local schools and received some training in science from her father. Because women were not allowed to attend university in Poland in the 19th century, Maria left Poland to study at a French university in 1891. Now known by the French name Marie, she worked hard in a laboratory that was owned by Pierre Curie.



Pierre Curie was born in Paris in 1859. He received his early education at home and then joined the Faculty of Sciences at the Sorbonne. He was promoted to professor in 1900.

Marie and Pierre Curie got married in 1895. Although poor, they were devoted to each other and their research. Their studies of radioactive substances were carried out under difficult conditions. Their laboratory facilities were hardly adequate and they had to do a lot of teaching to earn a living.

In 1898, the couple discovered the elements polonium and radium. They eventually won the Nobel Prize for Physics in 1903 for the discovery of radioactivity. When Pierre died in 1906, Marie honored his memory by continuing their work. In 1911, Marie Curie won another Nobel Prize, this time for chemistry. She was the first person to win the Nobel Prize twice.

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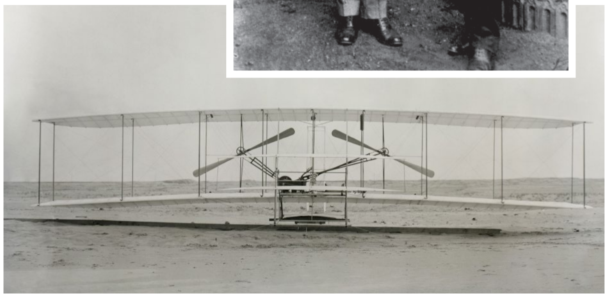

The Wright Brothers

The Wright brothers, Orville (1871–1948) and Wilbur (1867–1912), were inventors and aviation pioneers who built and flew the first successful airplane. They were not the first to build and fly experimental aircraft, but they were the first to invent airplane controls that made powered flight possible.

The Wright brothers differed from other inventors of the time because their focus wasn't on creating more powerful engines. What they did focus on was developing a reliable pilot control system. Their homemade wind tunnel provided the data the brothers needed in order to design and build the most efficient wings and propellers that had ever been made. They gained valuable experience and mechanical skills by working with bicycles, motors, and other machinery in their shop for years. They developed their skills as pilots through extensive glider tests, from 1900 to 1903, until their first powered flight.

Competing researchers and entrepreneurs challenged the Wright brothers' abilities and skills as inventors. The Wright brothers' work has had a lasting impact on aviation and aerodynamics.

Quick Check ☑

A. Vocabulary. Match each word to its meaning.

1. ______ devoted	**a.** airplane manufacture, development, and design
2. ______ pioneer	**b.** trusted to work well
3. ______ reliable	**c.** dedicated
4. ______ extensive	**d.** famous
5. ______ legendary	**e.** a person who starts or is involved in a new method or activity
6. ______ aviation	**f.** something that covers a wide range of ideas and details

B. Comprehension. Answer the questions about the famous pairs in history.

1. Why did Marie Curie leave Poland after school?
2. Why were conditions difficult for Marie and Pierre Curie?
3. Which discovery made Marie and Pierre Curie famous?
4. How many Nobel Prizes did they win? When?
5. How were the Wright brothers different from other experimenters?
6. How did the Wright brothers gain mechanical skills?
7. How did they develop their skills as pilots?

2 Pair Work

Discuss historically famous people with your partner. Choose a person who has changed the world for the better. Explain to your partner why you selected the person.

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3 Grammar

Other, Others, and *Another*

Other/Others

Other can be used as an adjective before a plural noun to mean "additional" or "further."

Many scientists feel that global warming can be reversed. **Other** scientists disagree.

Others can be used as a pronoun to mean additional or other persons or things.

Many scientists feel that global warming can be reversed. **Others** disagree.

Another

Another can be used as an adjective or a pronoun.

As an adjective, it means an alternative to something previously considered.

I know you want to go to Mexico on vacation, but I have **another** idea.

As a pronoun, it means an additional one of the same kind.

That was a good cup of coffee. I think I'll have **another**.

Whether used as an adjective or a pronoun, *another* is only used with singular nouns.

Incorrect: ~~I think I'll have **another** beef burgers.~~

Note: Don't confuse *other, others,* and *another* with the pronouns *each other* and *one another*. Note that *each other* and *one another*, which are inseparable phrases, are used to express a mutual relationship.

My friends have deep trust in **each other**. I know that none of them could let down the others.

Emphatic *Do*

Do is usually used as an auxiliary in negative and question forms of the simple present and past tense. However, the auxiliary *do* can also be used before the infinitive in affirmative sentences to add special emphasis.

I **do** enjoy his company.
He **does** like to talk.

We can also use emphatic *do* to show a contrast between expectations and reality.

A: You didn't call me yesterday. **B:** I **did** call you yesterday.
We usually get along very well, but we **do** have arguments occasionally.

Note: Emphatic *do* is strongly emphasized in speech.

A. Complete each sentence with ***other***, ***others***, or ***another***.

1. He says he is so full of beef burgers. He says he could not eat _______.
2. You can use that topic for your paper. I have a few _______ in mind for my paper.
3. They like their cats so much that they are talking about getting _______ kitten.
4. You can keep that pen. I have two or three _______ pens in my backpack.
5. There are six _______ people in line ahead of us.
6. Cover your mouth when you cough so that _______ won't catch your cold.
7. I just recovered from a cold, and already I'm getting _______ one.

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B. Read each sentence. Then use your own ideas to write a second sentence, using ***other, others***, or ***another***.

Some people are happy about the new shopping mall. *Others are upset about it.*

1. Many young people like to socialize on the Internet.
2. One thing you can do to help the environment is recycle.
3. Two of my three sisters have brown hair.
4. English isn't the only class I have on Mondays.
5. *Attractive* is one synonym for *pretty*.
6. My backpack is ripping.
7. We're not the first people in line.
8. One thing you should do for your health is exercise.

C. Rewrite each sentence, adding ***do, does***, or ***did*** for emphasis.

I feel tired. *I do feel tired.*

1. I hope you get better quickly.
2. That child plays quietly.
3. He needs to find a job soon.
4. I asked my friend to join us.
5. This store has the best selection.
6. The teacher noticed you were absent.

D. Match the sentence beginnings and endings. Rewrite the sentences, adding ***do, does***, or ***did*** for emphasis.

We don't usually watch TV, but we do watch that program.

1. We don't usually watch TV, *c*
2. I'm afraid of heights, ____
3. I forgot to call my friend, ____
4. I didn't have a lot of time, ____
5. She doesn't want to go shopping, ____
6. Although she's a bit quiet, ____

a. but her sister wants to go shopping.
b. but I sent my friend an email.
c. but we watch that program.
d. she has a great sense of humor.
e. though I fly occasionally.
f. but I managed to finish my homework.

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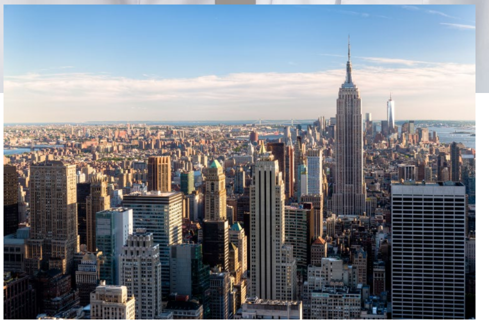
4 Conversation



Badr: I'm really excited that we're going to share an apartment to save money while we study in New York.

Adnan: I am, too. But, you know, a lot of friends end up arguing about chores. So, I was thinking it might be a good idea for us to divide up the chores before we move in.

Badr: Yeah. I do think we should discuss that. I'm sure we can work out a fair division of chores.

Adnan: Of course, we'll each clean our own room. And since there are two bathrooms, how about if I clean one and you clean the other?

Badr: That's fair. And each week we can take turns cleaning the rest of the apartment.

Adnan: Hey, do you want to do our laundry together so that only one of us has to go to the laundromat each week?

Badr: We're on the same wavelength. I was just going to suggest that.

Adnan: I really don't like folding the wash. If I wash the laundry, would you be willing to do the folding?

Badr: No sweat. And how about cooking? I don't mind cleaning, but cooking is really not my cup of tea. Would you do the cooking if I did the cleaning up?

Adnan: Sorry, but if there's one chore I hate, it's cooking.

Badr: Well, it looks like we're going to be eating a lot of takeout!

About the Conversation

1. What problem are Badr and Adnan trying to avoid?
2. How do Badr and Adnan divide up the chores?
3. What chore does neither of them want to do? What solution does Badr offer?

Real Talk

on the same wavelength = thinking the same thing
No sweat. = No problem.
not my cup of tea = a polite way to say you don't like something

Your Turn

Role-play with a partner. Pretend that you are dividing up responsibilities for something you are doing together, such as working on a school project. Figure out a list of tasks, and then discuss who will be responsible for each task. Use the phrases for negotiating.

Negotiating

How about if I...and you...?
I think it would be fair if...
I'm sure we can work this out.
OK, I'll agree to...if you will...
Would you (be willing to)...if I...?

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5 Listening

Listen to a summary about Dr. Abdullah Al-Rabeeah, a famous pediatric surgeon. Then number his achievements in the correct order/in chronological order.

_____ He and his team perform surgery on Polish twins.

_____ He becomes Executive Director of Health Affairs at the National Guard.

_____ He realizes he wants to become a doctor.

_____ He graduates from King Saud University.

_____ He is assistant professor at King Saud University.

_____ He gets his Master's in Pediatric Surgery.

_____ He is honored by the Polish community.

_____ He is appointed Minister of Health.

_____ He is a member of the Canadian Board of Pediatric Surgeons.

_____ He is appointed as a consultant in the Royal Court.

6 Pronunciation

While most languages have the /r/ sound, it is pronounced differently in different languages. Listen and practice the English /r/ sound in these sentences.

1. D**r**. **R**abeeah is **r**espected for his cont**r**ibution to pediat**r**ic su**r**ge**r**y.
2. They have en**r**iched the lives of child**r**en a**r**ound the wo**r**ld.
3. He **r**eceived a Bachelo**r**'s of Su**r**ge**r**y f**r**om King Saud Unive**r**sity in **R**iyadh.
4. Afte**r** the ope**r**ation, the mothe**r** was **r**elieved.
5. The Ambassado**r** held a **r**eception to hono**r** D**r**. **R**abeeah.

7 Vocabulary Building

A. You will see these words in the reading on pages 12 and 13. Match the words with their meanings.

1. _____ compensate	**a.** ways in which something lacks what it needs
2. _____ deficiencies	**b.** causing great fear
3. _____ fearsome	**c.** animals that live by hunting others
4. _____ invaluable	**d.** extremely valuable; priceless
5. _____ predators	**e.** to overcome a weakness with a strength

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

Do you think animals ever form partnerships to help one another? Explain.

ANIMAL PARTNERS

For animals in the wild, each day is a struggle to survive. They must continually search for food, while at the same time keeping themselves safe from predators. Some animals have learned that teaming up with another animal makes the struggle to find food, shelter, and safety a bit easier. This kind of special relationship in which animals depend upon and benefit from one another is called *symbiosis*.

One of the most visually surprising examples of symbiosis occurs between the fearsome African crocodile and the small plover bird. When a plover is nearby, a crocodile will open its long, sharp-toothed jaws to invite it inside. You might assume that the plover would quickly reject this invitation and fly off. Yet surprisingly, the plover does hop inside. Perhaps even more amazingly, the crocodile, normally known for its aggression, does not snap its mouth shut and have the plover for a snack. Instead, it remains still, not closing its mouth until the plover leaves. How can this strange behavior be explained? The answer is symbiosis. The plover picks out all the small pieces of meat stuck between the crocodile's teeth. In doing so, it cleans the crocodile's teeth, which prevents it from getting infections. Because the crocodile can not clean its own teeth, it depends on the plover to perform this service. In return, the crocodile provides an easy meal for the plover.

In some cases of symbiosis, like the crocodile and the plover, each animal in the pair benefits from their relationship in a different way. However, in other cases, the animals share a common goal. This is true of the honeyguide bird and the ratel, a furry creature with short legs and long claws. Both these animals live on grasslands in Africa and have an appetite for honey. As its name suggests, the honeyguide has a special ability for locating beehives. However, this small bird cannot open a beehive to get at the honey. To accomplish this, it teams up with the ratel. Ratels are a perfect match for the honeyguide as they love honey, are large enough to crack open a hive, but have no ability to find hives themselves. The honeyguide flies over grasslands looking for a hive. When it does spot a hive, it swoops down and makes a noise to alert the ratel. The ratel uses its claws to tear open the hive. After eating its fill, the ratel invites the honeyguide to finish the leftovers.

Another two animals that team up to compensate for their own weaknesses are the zebra and the ostrich. These two animals often travel together. This is no surprise since they are a perfect match. While the giant, flightless ostrich has poor senses of both smell and hearing, the zebra has acute senses of smell and hearing. On the other hand, the zebra has terrible eyesight, while the ostrich has excellent eyesight, enhanced by its long neck which enables the ostrich to see far into the distance. In this way, each makes up for the other's deficiencies. As a result, the animals are far safer together than they would be apart. Ostriches can see predators, such as lions, far in the distance, while zebras can smell or hear others as they approach.

Birds and land animals aren't the only ones that work in symbiotic pairs. Some sea animals, like the clownfish and the sea anemone, do as well. Sea anemones, which look like plants, are actually dangerous animals with

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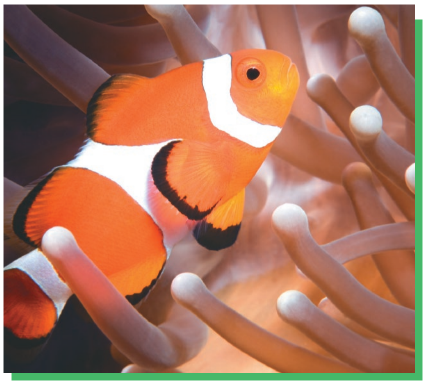

poisonous tentacles. Most fish stay away from anemones to avoid being stung. However, the clownfish makes its home among the sea anemones. It does not get stung, because its body is protected by a special coating. Living among the deadly tentacles of an anemone has a clear advantage—most predators stay away! Another benefit for the clownfish is that it is able to eat the anemone's leftover bits of food. But what is the advantage to the anemone? There are several. First, the brightly colored clownfish attracts predators. When the clownfish swims under the anemone's tentacles to safety, if the predator follows, the anemone has the chance to sting and eat it. Other services the clownfish performs are cleaning up food scraps and dead anemone tentacles, and chasing away fish that might eat the anemone.

While many symbiotic pairs may at first look like odd partners, the benefits they provide one another are invaluable, and may make the difference between life and death. In fact, it is often these animals' very differences that make them perfect partners.

After Reading

Answer the questions.

1. Explain the meaning of symbiosis.
2. In what way do the African crocodile and the plover have a symbiotic relationship?
3. Give an example of a case of symbiosis in which each animal has the same goal.
4. Name two animals that make up for each other's deficiencies. How do they do this?
5. What benefits do the clownfish and anemone offer each other?

9 Speaking

1. Work in pairs/groups. Think about your relationship with a good friend. What can you offer each other?
2. Complete the chart with your notes and use them to discuss in class.

What can you offer your friend?	How does it help your friend?	What can your friend offer you?	How does it help you?

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10 Writing

A. 1. Do you think it is necessary for people to share the same characteristics in order to get along well with each other? Why? Why not?

2. Read the text and find out.

- Who are the people involved?
- What kind of people are they? Underline words that provide information about each one.
- In your view, what are the characteristics that they share?
- What do you think might have happened if they both shared exactly the same characteristics and attitude to life?
  - **a.** if they were both like the grandfather
  - **b.** if they were both like the grandmother
- Why did the writer choose to describe the particular incident? What do you think it portrays?

There is a memory that always makes me smile with contentment and admiration, and that is the memory of my maternal grandparents.

My grandfather was a dedicated lawyer whose moral fiber prevented him from taking advantage of circumstances to make a profit! He was highly respected in courts and had the reputation of being the most honest law specialist. He was genuinely interested in people, history, law, and philosophy and was always reading when he was at home. He was the calmest, most serene person I have ever met. He never raised his voice, never lost his temper, and had a special ability to always rationalize things ever so smoothly that the worst calamity seemed like a slight twitch. Nothing could make him lose his sense and aura of peace.

Grandmother, on the other hand, was the exact opposite. She used to get all worked up about things and flustered over minor irregularities. She had to have everything planned just so and still worried about things that could go wrong. She wanted everything to be perfect, sometimes to an extreme. Once, when she had gotten into her cleanliness frenzy, she called someone in and got rid of genuine antique furniture that grandfather had painstakingly collected over a number of years and arranged in this perfect replica of a drawing room. There were fine, elegant chairs with brocade upholstery on the seats and beautiful tables, not to mention some exquisite mirrors. Grandmother had gotten it into her head that it was all useless because it collected too much dust and decided to sell it off to the first bidder for next to nothing.

When grandfather came home, he opened the door to the little drawing room to admire his creation and found an empty shell. He asked grandmother where everything was, and she very naturally informed him that she'd gotten rid of it because it was a dust magnet. All he did was chuckle, and then sat down at the table to have his lunch!

This incident pretty much rounds up the amazing symbiosis between these two wonderful people. In spite of their different characteristics, they obviously complemented each other in a way that only they could fully appreciate!

3. Read the text again and find out.

- What is the topic of each paragraph? (What or who is the paragraph about?)
- Are all paragraphs about the same length? Why? Why not?
- What words/phrases describe the qualities of each person? Can you think of more?
- Which qualities are demonstrated through the incident?

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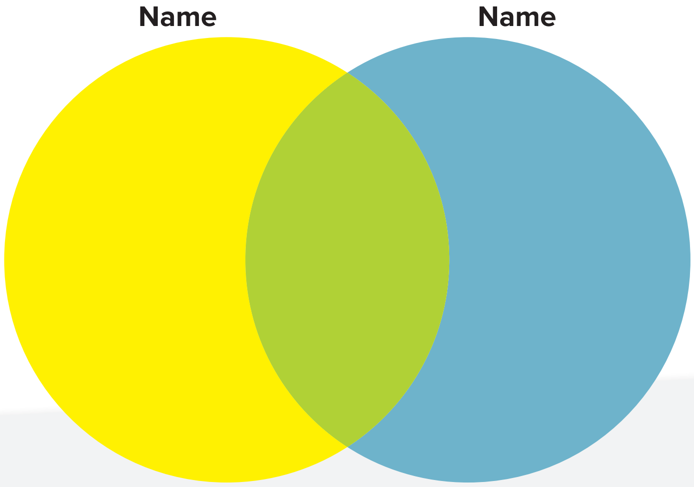
B. **1.** Think about two people you know who are good friends.

2. Using a Venn diagram, write the qualities you feel each person has. In the overlapping portion of the diagram, write the qualities/characteristics that they share.

3. Write a short essay about the two friends, explaining how they complement each other.



Rosa and Sue: A Perfect Friendship

My sister Rosa and her best friend Sue have been friends since elementary school. They always seem to be together, and others joke that they are twins. However, their personalities are quite different...

Writing Corner

When you write a descriptive essay about people's qualities/characteristics:

- think about their positive and negative qualities, their needs and the things they offer, their attitude to life, typical incidents, etc.
- express your personal feelings/views about the people.
- do not simply write a list of adjectives.
- vary the way you express thoughts, memories, and feelings; use expressions like these: *I think he/she is..., I have always felt that..., I regard him/her as..., He/She seems to..., He/She tends to..., Anytime I think of..., I have never..., He/She is the most* (adjective) *person I have ever known/met*, etc.
- use linking devices that indicate similarity and contrast, cause and effect, consequence, reason, etc.; use a variety of expressions and words like these: *due to this..., although..., in spite of..., while..., compared to..., because of..., as a result, both*, etc.
- plan your essay carefully by deciding what/who you are going to focus on in different sections/ paragraphs.
- write a first draft, then read it and make corrections or write questions about things you are not sure about.
- hand over the draft to someone else to read and edit; encourage him/her to write comments and questions.
- read the comments and edit your essay.

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11 Form, Meaning and Function

Simple Present Tense

Use the simple present tense for facts and things that are true in general.

For animals in the wild, each day **is** a struggle to survive.

Use the simple present tense to talk about future timetables or schedules.

My flight from Dubai to Bahrain **leaves** at 8:10 A.M. tomorrow. I then **fly** to Saudi Arabia and **arrive** in Riyadh at eleven o'clock.

Use the present simple with exclamations with ***Here...!*** and ***There...!*** :

Q: Can I have the check, please?
A: Of course, Sir. **Here you are!**
Q: Dad, can I borrow your cell phone, please?
A: I suppose so. **Here you go!**
Q: Where are my glasses?
A: Ah! **There they are!**
Q: Where is Nathalie?
A: **Here she comes!**

Simple Present versus Present Progressive

Use the simple present tense to talk about habits and routine, and use the present progressive for actions occurring now or for a temporary situation.
Badr usually **eats** takeout, but today he **is cooking** dinner.

Use the present progressive for changing or developing situations.
More and more students **are sharing** apartments to save money while they study.

Use the present progressive with *always, continually, constantly* to describe an ongoing annoying situation or habit.
He **is always asking** his brother to lend him money.

Note: Some verbs are not often used in the progressive form: *believe, think (opinion), know, remember, like, hate, want, prefer, see, hear, feel, seem, appear, have, belong, own*.

A. Read the telephone conversation between Badr and his brother, Fahad. Complete the conversation with the correct form of the word in the parentheses. Use the simple present or present progressive.

Fahad: Hi Badr. How *are* (1. be) things in New York?

Badr: To tell you the truth, Fahad, not so good. It's my flatmate, Adnan. I was really excited about us sharing a flat but he ____________ (2. not/do) any chores. One bathroom ____________ (3. be) spotless because I ____________ (4. clean) it but the other one is very dirty. The rest of the apartment is very untidy. He ____________ always ____________ (5. leave) his dirty dishes around the flat. I ____________ constantly ____________ (6. clean up). We agreed to take it in turns to do the laundry but he is always busy. I ____________ (7. do) the laundry every week. Also, about the cooking ...

B. Complete the conversation with your own ideas. Compare with a partner.

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Words Connected with Museums and Galleries

Some words we commonly associate with different types of museums and galleries are:

Archaeological	Technological	National
history culture antiques pottery jewelry exhibitions ruins	space robots science seminars 3-D digital cinema showing scientific documentaries educational books	antiques manuscripts documents state-of-the-art informative exhibits interactive displays

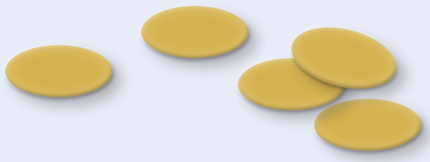
Expressing Enthusiasm with Intensifiers and Adjectives

We use the intensifiers *really, very, absolutely and quite* with adjectives to express our enthusiasm with something.

There are two kinds of adjectives: gradable and non-gradable. Gradable adjectives can be measured in degrees, such as size, age, quality etc. Non-gradable adjectives cannot be measured like this.

We use certain intensifiers with each group of adjectives.

	Gradable Adjectives		Non-Gradable Adjectives
very really extremely	expensive old beautiful important good interesting frightening small big	absolutely really quite	priceless ancient stunning crucial amazing fascinating terrifying tiny massive



Note: The intensifier *really* can be used with both gradable and non-gradable adjectives.

C. Look at the information about the National Museum of Saudi Arabia. Write sentences using the prompts. Use the present simple tense.

Address:	King Saud Rd, Riyadh
Prices:	adult/child/student ⃁ 10/free/free
Opening hours:	men & schools 9 A.M.-noon Sun, Mon, Wed, Thu & 3:30-9:30 P.M. Tue, women & schools 9 A.M.-noon Tue, families 3:30-9:30 P.M. Sun, Mon & Wed-Fri
Exhibits:	manuscripts, documents, antiques

1. visiting times for families _____________
2. visiting times for women _____________
3. visiting times for school groups _____________
4. ticket cost for students _____________
5. ticket cost for adult _____________
6. exhibits and attractions _____________

D. Make some notes about your favorite museum or gallery. Work with a partner and using your notes, tell your partner about it. Use the present simple tense, intensifiers and adjectives.

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G20
SAUDI ARABIA 2020

12 Project

1. Find out how members or teams in your country share a symbiotic relationship and depend on each other to reach a shared goal.
   - Note that some people offer a service and have clients pay for that service. For example, a store owner and customer is NOT a symbiotic relationship. A symbiotic relationship is when two or more individuals depend on each other, such as teams. There are teams in sports, business, medicine, etc.
2. Write the information in the chart below and use it to make a PowerPoint presentation for your class.
3. Try to find appropriate pictures for your presentation.
4. Present in class. Allow at least 5 minutes for questions afterward.

Team or group	*G20 Heads of State and government officials*
Field (business, sports, education, family, etc.)	*Economics*
Members of team/group	*Hosted by the Custodian of the Two Holy Mosques King Salman bin Abdulaziz Al Saud in 2020 and included leaders from the United States, China, Japan, Germany, India, and 14 other major world economies.*
Role/contribution of each member	
Benefit for other member(s) of the team	

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13 Self Reflection

Things that I liked about Unit 1:	Things that I didn't like very much:
______________________ ______________________	______________________ ______________________

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:
______________________ ______________________	______________________ ______________________

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about famous marriages in history			
discuss how people/animals can help each other			
negotiate			
use *other*, *others*, and *another*			
use emphatic *do*			
use the simple present for future timetables or schedules			
use the present progressive			
talk about museums and galleries			
express enthusiasm using intensifiers and adjectives			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
______________________ ______________________ ______________________	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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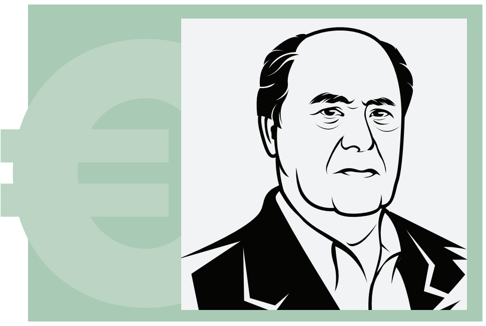
2 Influential People

1 Listen and Discuss

1. Talk about a person who went from not having much money to being wealthy and influential.
2. What qualities do you think a person needs to excel in life and be successful?

AMANCIO ORTEGA



Industry: Retail Clothing **Country of Citizenship: Spain**

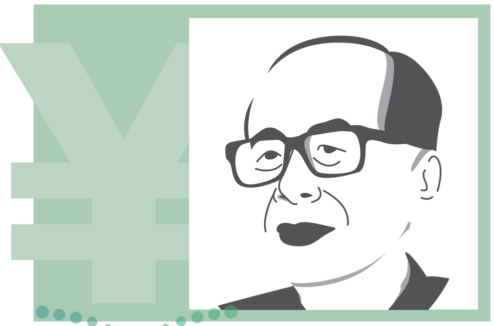
Amancio Ortega is the founder and chairman of a company that owns many stores, including the enormously popular international clothing store, *Zara*. Now Spain's richest man, Ortega is the son of a railroad worker, and had no formal higher education. When Ortega was 13, he worked as a delivery boy for a shirtmaker and later became the manager of a clothing store. He began making clothing in his living room and selling it to local stores. Ortega had an ability to predict what styles were going to be popular and to create these styles with inexpensive materials. In 1975, Ortega opened his first *Zara* store. *Zara* gained a reputation for selling designer fashions at reasonable prices. Today Ortega's company has more than 2,850 stores in 88 countries.

MOHAMMAD ABDUL LATIF JAMEEL

Industry: Business **Country of Citizenship: Saudi Arabia**

A great philanthropist and prominent businessman, Mohammad Abdul Latif Jameel, president of ALJ, runs one of the world's largest car dealerships, with operations in the Middle East, U.K., Central Asia and China. A leading figure in corporate social responsibility, he has created a series of initiatives against poverty and has contributed greatly to the government's Saudization program in the Kingdom, by promoting thousands of jobs every year through the ALJ Community Services Programs. Abdul Latif Jameel is an MIT alumnus, member of the board of trustees, and dedicated supporter of the Abdul Latif Jameel Poverty Action Lab (J-PAL). He was named "Saudi Volunteer of the Year" in 2012, in recognition of the services offered by ALJCI in Saudi Arabia and the rest of the Arab world.

LI KA-SHING



Industry: Business **Country of Citizenship: China**

Li was born into an impoverished family in China in 1928. When he was 15, his father died, forcing Li to leave high school so that he could work to support his family. He took a job in a plastics company, where he would work 16 hours a day. At this company, Li used to assemble plastic flowers. By 1950, Li had started his own plastics manufacturing company. His company prospered, which led Li to expand his business into many different fields.

However, his successes are not all monetary. Li Ka-shing has a reputation for being honest and generous. In fact, he is one of Asia's most prominent philanthropists, and has announced plans to donate one-third of his wealth to charity.

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STEVEN PAUL JOBS (1955-2011)

Industry: Computer Design **Country of Citizenship: U.S.**

Steven Paul Jobs was born in 1955 and adopted into a working class family. He grew up in what later became Silicon Valley. He dropped out of college because he could not afford to pay his tuition. In the late 70s, he co-founded *Apple* with Steve Wozniak and others, and proceeded to develop and market the first successful lines of personal computers. He eventually resigned from *Apple* over an argument with the board of directors in 1984, and founded *NeXT*. *Apple*'s buyout of *NeXT*, in 1997, brought Jobs back to *Apple* as its CEO. He was the largest individual shareholder of The Walt Disney Company and a member of the board. Jobs was admired by many for his entrepreneurial skills, his foresight, and his ability to create and support products that were both functional and aesthetically pleasing.

Quick Check ☑

A. Vocabulary. Complete each sentence with a word from the box.

excelled	philanthropist	reputation
impoverished	prominent	

1. Not only was Eric an excellent student in high school, but he _______ in sports as well.
2. He has a _______ for being one of the greatest doctors in the field of neurosurgery.
3. My professor is a _______ economist who is often quoted in magazines.
4. The charity I donate to helps to build schools in _______ areas.
5. Businessman and _______ Sulaiman Al-Rajhi gives millions of dollars to charities each year.

B. Comprehension. Answer the questions.

1. Why was *Zara* successful?
2. Why was Abdul Latif Jameel named "Saudi Volunteer of the Year"?
3. How has Abdul Latif Jameel contributed to the Saudization program in Saudi Arabia?
4. What challenges did Li Ka-shing face early in life?
5. What did Steve Jobs do in his teens that demonstrated his determination, entrepreneurial skills, and foresight?
6. Which event, in your view, must have given Jobs a great sense of satisfaction and self-worth?

2 Pair Work

Role-play with a partner. Choose a person from one of the *Influential People* stories. You play this person, and your partner plays a reporter who interviews you. Then switch roles.

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3 Grammar

Used To versus *Be Used To*

Used to + the base form of a verb is used to talk about an activity that was repeated habitually in the past, but which is not done now.

He **used to** live in a mansion. But he lost all his money and now he lives in a small apartment.
She **didn't use to** care about money. But now she's become very materialistic.

Note: For the negative, use *didn't use to* (omit the *-d*).

Be used to + gerund or noun is used to talk about something that has become familiar or habitual.

Some people think it's crazy that he works seven days a week. But he **is used to** it.
Although she is a millionaire now, she **isn't used to** shopping in expensive stores.

Note: For the negative, use *be + not + use**d** to* (do not omit the *-d*).

Would for Repeated Action in the Past versus *Used To*

Would can be used to talk about an action that happened regularly in the past. Used this way, *would* means the same thing as *used to*.

When I was a child, I **would** dream of being a millionaire. = When I was a child, I **used to** dream of being a millionaire.

Note: Only *used to* (not *would*) can be used to talk about a situation that was true (without habitual action) in the past.
He **used to** live at home until he got a job. (Correct)
~~He **would** live at home until he got a job.~~ (Incorrect)

Was/Were Going To (Future in the Past)

Was/Were + *going to* + the base form of a verb is used to talk about a prediction for the future made in the past, or a past plan that was not carried out.

I knew that company **was going to** be a great success.
He **was going to** spend the money, but he decided to invest it in the stock market instead.

A. Complete the sentences with either ***use(d) to*** or ***be used to***. Use the negative in some cases.

1. We _______ eat at all the best restaurants, but then we started saving more money.
2. She's from Costa Rica, so she _______ warm weather all year round.
3. The bed in my first apartment was so uncomfortable that I _______ sleep on the couch.
4. Marco _______ live with his whole extended family.
5. Even though he loves his apartment, he _______ living alone.
6. We _______ swim in that pond, but now it's too polluted.
7. He likes his new job, but he _______ wearing a suit and tie.
8. She had always excelled in English, so she _______ receiving poor grades.

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B. Use the phrases to write sentences about your own childhood, including either ***would*** or ***used to*** (in positive or negative form). In some cases, both are possible.

help my mother with the cooking
When I was a child, I used to help my mother with the cooking.

1. go barefoot in the summer
2. play with my friends for hours
3. like candy
4. build castles in the sand
5. have a favorite teacher
6. help with the chores
7. hate going to bed
8. make up funny stories

C. Complete the first part of the sentences. Use ***was/were going to*** and your own ideas.

... but then I found a better one.
I was going to take the first job I was offered, but then I found a better one.

1. ... but we were too tired.
2. ... but he lost his credit card.
3. ... but you weren't home.
4. ... but he didn't get accepted.
5. ... but we were too nervous.
6. ... but she didn't feel well.

D. Look at the pictures. Complete the paragraph about how one family's life has changed since they moved to the countryside. Use ***used to***, ***be used to***, ***would***, and ***was going to***.

Two years ago, Imad and Hanan's family had a very different life ...

Two years ago, Riyadh

Today, Abha countryside

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4 Conversation

Ahmed: My parents gave me ⃁ 30,000 for graduation.

Ibrahim: Wow! What are you going to do with all that cash?

Ahmed: I don't know. I'm going around in circles about it, driving myself and everyone else crazy. At first I was going to do something really indulgent with it, like take a vacation. I was ready to book it, but then I got cold feet.

Ibrahim: Why? I think a vacation sounds like a great idea. You've worked really hard for four years. You deserve a break.

Ahmed: That's true. But, on the other hand, I don't want to spend all that money on something that will be over in a week. So, then I was thinking of buying something useful, like a used car.

Ibrahim: That's a good idea.

Ahmed: Yeah. It would be a great convenience to have a car. But, at the same time, I'm used to taking public transportation, and I really don't mind it. Frankly, I can't think of anything that I really *need*. So maybe I should put the money aside for a rainy day.

Ibrahim: Well, yes, I suppose the alternative would be to just put it in the bank until you need it.

Ahmed: Right. But then again, what's the point of having money if you're not enjoying it? Maybe I *should* do something indulgent with it—like take that vacation.

Ibrahim: Now I see how you're driving everyone crazy!

Real Talk

cash = money
go (around) in circles = to think through many possibilities over and over without coming to a decision
drive someone crazy = greatly annoy or irritate
get cold feet = to decide not to do something because you are too scared or nervous
don't mind = not annoyed or bothered by
put (something) aside for a rainy day = to reserve something, usually money, for a future need

About the Conversation

1. What options is Ahmed considering?

2. How is he driving people crazy?

3. What do you think he'll do with the money? Why?

Your Turn

Role-play with a partner. Discuss a choice that one of you has to make. The choice can be real or made-up. Use phrases for discussing options.

Discussing Options

At the same time,...
But then again,...
I could always...
On the other hand,...
The alternative would be to...
What would you think about...?

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5 Listening

Listen to the lecture about the history of money. Write the date by each form of money. Then number the forms of money in the order they were used.

2 cowrie shells 1200 B.C.E.				
___ paper money ________	___ bartering ________	___ electronic money ________	___ inexpensive metal coins ________	___ coins made of valuable metals ________

6 Pronunciation

In English, the past tense ending ***-ed*** has three different pronunciations.
For verbs that end in the sounds ***p, k, f, s, ch,*** or ***sh,*** pronounce the ending /t/ as in ***worked***.
For verbs that end in vowel sounds or ***b, g, v, z, zh, th, j, m, n, ng, l, r,*** pronounce the ending /d/ as in ***opened***.
For verbs that end in the sounds ***d*** or ***t***, pronounce the ending /Id/ as in ***wanted***.

Listen and practice.

1. They **traded** something of value that they **possessed** for something they **needed**.
2. What if no one **wanted** or **needed** it?
3. The first coins were **produced** in China, and the first paper money **appeared** in China.
4. Money **called** digital cash is already being **exchanged** over the Internet.

7 Vocabulary Building

A. You will see the following words in the reading on pages 26 and 27. Match the words with their meanings.

1. _____ renowned	**a.** known, respected and admired
2. _____ comply with	**b.** to put into practice, to make changes
3. _____ hurdle	**c.** things of value that are owned by a person, or organization
4. _____ implement	**d.** amount of money that is given as income to an organization, group, charity, project
5. _____ founder	**e.** an obstacle, a problem or difficulty
6. _____ endowment	**f.** strong disagreement or argument
7. _____ dispute	**g.** be in accordance/agreement with, obey
8. _____ assets	**h.** the person or people that establish an organization or company

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

What do you know about Sheik Sulaiman Al-Rajhi?
What do you think matters to him most?

Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi

Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi, the world-renowned philanthropist and winner of the 2012 King Faisal International Prize for Service to Islam, has not always been a billionaire.

Born in 1929, he spent his youth in Al-Qassim where he and his brother Saleh began their business, changing money for pilgrims, on their way to the cities of Makkah and Madinah.

Their business expanded in the 1970s during the oil boom in Saudi Arabia. The Al-Rajhi brothers helped migrant workers from Indonesia, Pakistan and other places to send their earnings home. They were granted permission to establish a bank, the Al Rajhi Bank, which complied with religious tenets such as a ban on interest.

Founding the bank, which is now the world's biggest Islamic lender, was not hurdle-free. Sulaiman Al-Rajhi began by opening an office in Britain, to introduce the Islamic banking system on a more international basis. However, his initial attempts to secure a banking license were unsuccessful, as British officials were not aware of the principles and requirements of Islamic banking. He had to travel to different countries in order to explain to bankers that interest was forbidden by Islam and regarded as unacceptable by pious people all over the world. He pointed out that interest caused a lot of people to avoid transactions with banks and to keep their cash and valuables at home. Eventually, the banking system he proposed was launched in Saudi Arabia and subsequently implemented in the United Kingdom.

Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi is also chairman of the National Agricultural Development Company and founder of the Al-Watania agricultural projects, which include the largest poultry farm in the Middle East and one of the most successful companies in Saudi Arabia. Al Rajhi had visited a poultry farm abroad and had been shocked by the improper way chickens were fed and slaughtered. This prompted him to launch the poultry farm project, making sure that chickens were naturally fed and halal slaughtered according to Islamic tenets. He has also introduced and supported organic farming throughout the Middle East, intent on securing healthy food for all as a means of fostering good health, preventing illness and consequently reducing the cost of medical treatment. The Al-Rajhi projects diversified into other areas, as well, such as real estate and other investment projects.

In 2009, Sulaiman Al-Rajhi established the Sulaiman Al-Rajhi University, a non-profit research university with three departments; Medicine, Nursing, and Applied Science. In fact, the university was established by the Awqaf Sulaiman Al Rajhi Holding Company (ASARHC), which is considered the largest foundation of its kind in the Kingdom of Saudi Arabia, in terms of capital as well as range and volume of activities. ASARHC now

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owns and controls more than half of Sulaiman Al-Rajhi's wealth. The foundation organizes and oversees a substantial number of charities and humanitarian activities worldwide.

In May 2011, Sulaiman Al-Rajhi announced that he was donating most of his $7.7 billion fortune to charity. During his lifetime, Al-Rajhi distributed the rest of his wealth to his children in order to avoid potential disputes over inheritance, that could destroy kinship and harmony among them.

Sulaiman Al-Rajhi was awarded the highly prestigious King Faisal International Prize for Service to Islam, in 2012, in recognition of his outstanding service to Islam, his role in the establishment of the world's largest Islamic bank and his ongoing contribution to charities, and humanitarian projects' fight against poverty.

Having experienced extreme poverty earlier in life, Al-Rajhi chose to donate and distribute all his assets, to gain peace of mind and inner happiness.

After Reading

Answer the questions.

1. What were Sulaiman Al-Rajhi's life prospects in relation to his early life?
2. What type of companies has he been involved in?
3. Which business was the most difficult to establish? Why?
4. What is notable about Sulaiman Al-Rajhi in comparison to other wealthy businessmen?
5. Why did Al-Rajhi decide to donate most of his fortune to charity during his lifetime?
6. Why was Al-Rajhi awarded the King Faisal International Prize for Service to Islam?

9 Speaking

1. Think about how you can be successful in your life without depending on others. Make notes in the chart.
2. Use your notes to talk in groups or in class. Compare ideas.

What I am good at	How I can use my strengths to develop	Which areas/skills I can develop	How long it will take to reach my goal

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10 Writing

A. **1.** Think about times when many countries in the world have faced the same problems. What kinds of problems were they? Do you know if countries found a way to deal with these problems together?

2. Do you know what the word *summit* means? One meaning of the word is "the highest point". How do you think this meaning relates to an important meeting? Discuss your ideas in small groups.

3. Have you heard of the G20? What does it do? Scan the text and find out.

4. Read the text and fill in the blanks with the words or phrases. Listen and check your answers.

after	by	first	from	last	once	since	when

G20 SAUDI ARABIA 2020

In December 2019, the Kingdom of Saudi Arabia assumed the 2020 presidency of the Group of Twenty (G20), an international forum for economic cooperation attended by the largest and some of the fastest growing economies in the world. Founded in 1999, the G20 brings together leaders from 19 countries and the European Union to discuss the world's most challenging problems.

The G20 was created in 1999, (1) __________ the 1997 economic crisis. (2) __________ then, the G20 members have met regularly to discuss major global issues. However, it was only in 2008 that the leaders' summits were introduced, becoming an annual event (3) __________ 2011 onward. (4) __________ the two-day G20 Leaders' Summit was hosted in Riyadh in November 2020, it was the first time that this meeting was held in the Arab world. Another first was the fact that it took place virtually, because of the COVID-19 pandemic. Nevertheless, despite the protection measures against COVID-19, the 2020 summit was a great opportunity for the Middle East, North Africa, and developing countries to present their own views and concerns.

(5) __________ it had assumed the 2020 G20 presidency, the Kingdom began to carry out its ambitious agenda under the theme "Realizing Opportunities of the 21st Century for All." The agenda had three main aims: (6) __________, to empower people by creating the conditions that will allow them to live, work, and prosper; second, to safeguard the planet by protecting its natural resources, and (7) __________, to shape new frontiers by adopting ambitious strategies to share the benefits of technological and other advances.

These three aims are closely aligned with Saudi Arabia's vision for the future, Vision 2030, which is based on three main themes: a vibrant society, a prosperous economy, and an ambitious nation. (8) __________ 2030, the Kingdom aims to have built a country in which all of its citizens can make their dreams, hopes, and ambitions come true.

5. Identify the topic/theme of each paragraph.
Paragraph 1: ______________________ Paragraph 2: ______________________
Paragraph 3: ______________________ Paragraph 4: ______________________

6. Which verb forms are mostly used? Are passive sentences used in any sections? Why? Why not?

7. Find the key events relating to the G20 that are mentioned in the text. Highlight the dates and events/verbs in the text. Then write them on a timeline.

8. Now cover the text and look at your timeline. Reconstruct the story and tell your partner. Then switch roles and repeat.

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B. **1.** Choose a successful and/or influential person.

2. Research information about this person's life, including the events (steps) that took the person from obscurity to personal success, fame, or influence.

3. Note these events or steps in a chart.

4. Write a descriptive essay about this person's life.

Name of Person:	
Step 1	
Step 2	
Step 3	

Majed Ahmed Abdullah

Majed Ahmed Abdullah is a Saudi Arabian former footballer who was born in Jeddah but moved to Riyadh with his family when he was very young. He is one of the best football strikers in the history of Saudi Arabia, having scored 72 goals in 117 games with the Saudi Arabian national football team. He scored 4 goals against India, during the 1984 Summer Olympics. Majed Ahmed Abdullah was the all-time top scorer of the Saudi Professional League. Many newspapers have written articles about his accomplishments!

Writing Corner

When you write a descriptive essay about a person's life:

- distinguish the main life events from surrounding information.
- select key events that provide a complete picture of how someone's life developed from the time they were born.
- list the events in chronological order, then switch them around if you wish, e.g. *Having completed his studies, he proceeded to apply for any position that was advertised in his area of specialty.*
- use connectors to show the order of events such as: *when; then; after; while.*
- be as descriptive as possible. Describe the person's character, qualities and actions. Choose key events based on these qualities so that the reader has a clear picture of the person's character as well as the person's life story.

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11 Form, Meaning and Function

Present Perfect Simple Tense

Use the present perfect to talk about actions that started at an indefinite time in the past. It is often used to talk about time from the past to now in a person's life.

Q: Have you **been** to Kuwait?
A: Yes, **I've been** to Kuwait. I **have visited** many places in the Middle East.

Use the present perfect to talk about recently completed actions.
Mohammad Abdul Latif Jameel **has contributed** greatly to the government's Saudization program in the Kingdom.

Use the present perfect simple to emphasis an action that started in the past and has continued until now and may continue in the future.
Li Ka-shing **has lived** in China for all his life.

Time Expressions with *For* and *Since*

Use the present perfect simple tense with *for* to indicate the duration of the action: *for two months, for a year, for a long time*.
Use the present perfect simple with *since* to indicate when the action began: *since yesterday, since last June*.

Questions with *How Long*

Q: How long has the clothing store been in operation?

A: It's been in operation since 1975.
It's been in operation for about 50 years.

A. Complete the sentences with *for* or *since*.

1. Hameed has had the same TV ______ 15 years.
2. I've had my laptop ______ last June.
3. We've worked on this project ______ a month.
4. My friends haven't visited me ______ my graduation.
5. We haven't used our car ______ a long time.
6. I've been drinking tea ______ years.
7. Tariq has worn glasses ______ the age of seven.
8. ______ when have you had that beautiful watch?

B. Complete the paragraph with the verbs in parentheses. Use the present perfect or simple past tense.

Amancio Ortega

The son of a railroad worker, Ortega is now Spain's richest man. When Ortega *was* (1. be) 13, he __________ (2. work) as a delivery boy for a shirtmaker and later __________ (3. become) the manager of a clothing store. He __________ (4. begin) making clothing in his living room and selling it to local stores.

Ortega __________ (5. have) an ability to predict what styles were going to be popular and to create these styles with inexpensive materials. Over the years, the clothing store __________ (6. gain) a reputation for selling designer fashions at reasonable prices. Today, Ortega's company has more than 2,850 stores in 88 countries.

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Past Simple versus Present Perfect

Use the present perfect to talk about an action that happened in the past when the exact time isn't known or isn't important. Use the simple past tense when the exact time is given.

Present Perfect

A: Have you **ever met** a billionaire?
B: No, **I've never met** a billionaire.

Simple Past

A: When **did** he **start** the company?
B: He **started** the company in the late 70s.

Note: Time expressions we can use with the present perfect are: *yet, so far, ever, never, already, recently, lately, once, twice, etc.*

Asking and Telling about Personal Experiences: *Have you ever ...?*

Have you ever ordered books online

Yes. **So far** this year. I've ordered 25 books online.
No. **I've never** ordered books online, but **I've bought** other products through the Internet.
I **haven't** bought books online **yet**. I buy them from the bookstore on the corner.

C. Complete the conversations. Use the present perfect and simple past. Then practice with a partner.

1. **A:** Have you ever _______ to charity?
   B: No, I ________. Have you?
   A: Yes, I ________ some clothes and books.
   B: That's great! I want to make a donation, too.
2. **A:** I ________ tacos in Mexico years ago.
   B: What did they taste like?
   A: They ________ spicy.
3. **A:** ________ Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi always ________ a billionaire?
   B: No, he hasn't.
   A: ________ he ever _______ money to charity?
   B: Yes, he ____. He _______ some of his wealth to charity in 2011.
4. **A:** I've never ________ in a helicopter.
   B: I have. I ________ in one over the Red Sea.
   A: I'd like to do that one day.

D. Make some notes in the chart below. Work with a partner. Ask and answer about your personal experiences.

People I have met	Places I have been	Events I have attended
____________________	____________________	____________________
____________________	____________________	____________________
____________________	____________________	____________________
____________________	____________________	____________________
____________________	____________________	____________________
____________________	____________________	____________________

E. Tell your partner's experiences to the class.

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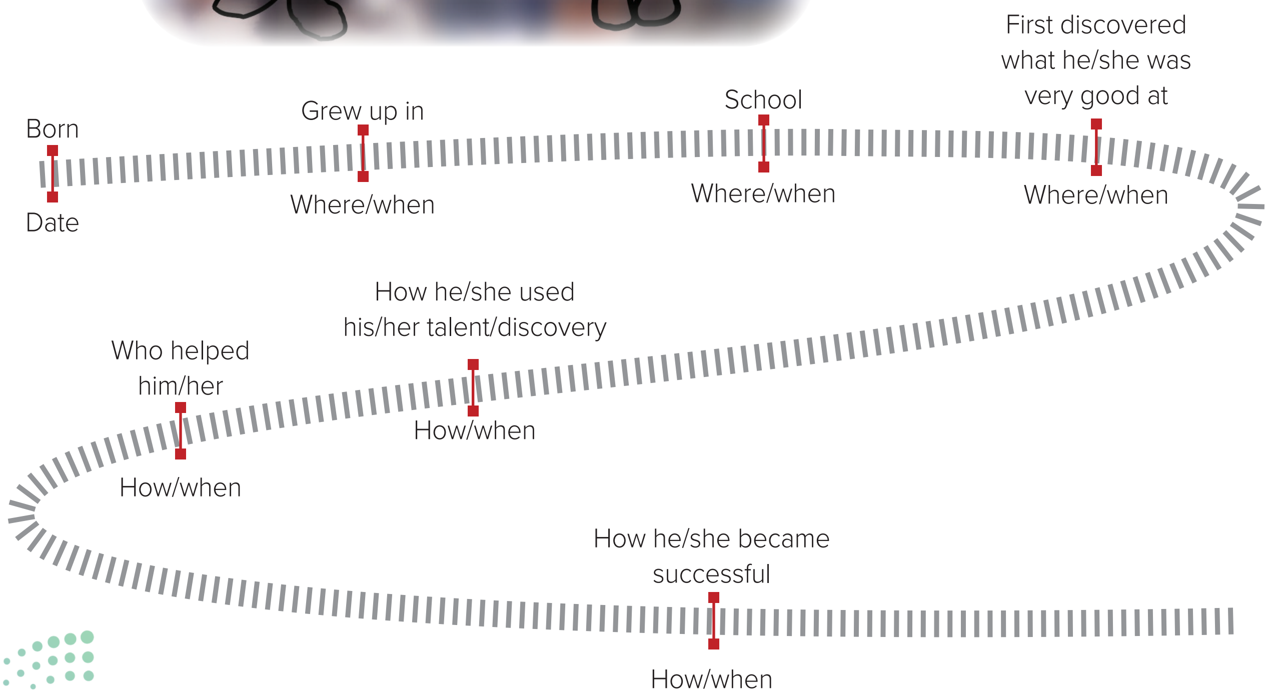
12 Project

1. Think about a person you admire who could be a role model for you and your friends.
2. Research and collect information about his/her life and achievements. Make notes along the timeline below.
3. Draw the timeline on a large poster. Use your notes to write brief summaries at each point.
4. Include pictures or drawings to illustrate the person's achievements.
5. Present your poster in class. Allow time for questions afterward.



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13 Self Reflection

Things that I liked about Unit 2:	Things that I didn't like very much:
______________________ ______________________	______________________ ______________________

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
______________________ ______________________	______________________ ______________________

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about fame and fortune			
discuss options			
use *used to* versus *be used to*			
use *would* for repeated action in the past versus *used to*			
use *was/were going to* (future in the past)			
use the present perfect simple tense			
use time expressions with *for* and *since*			
ask questions with: *How long...?*			
use the past simple and present perfect tense			
ask and talk about personal experiences using: *Have you ever ...?*			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
______________________ ______________________ ______________________	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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3 What Will They Think of Next?

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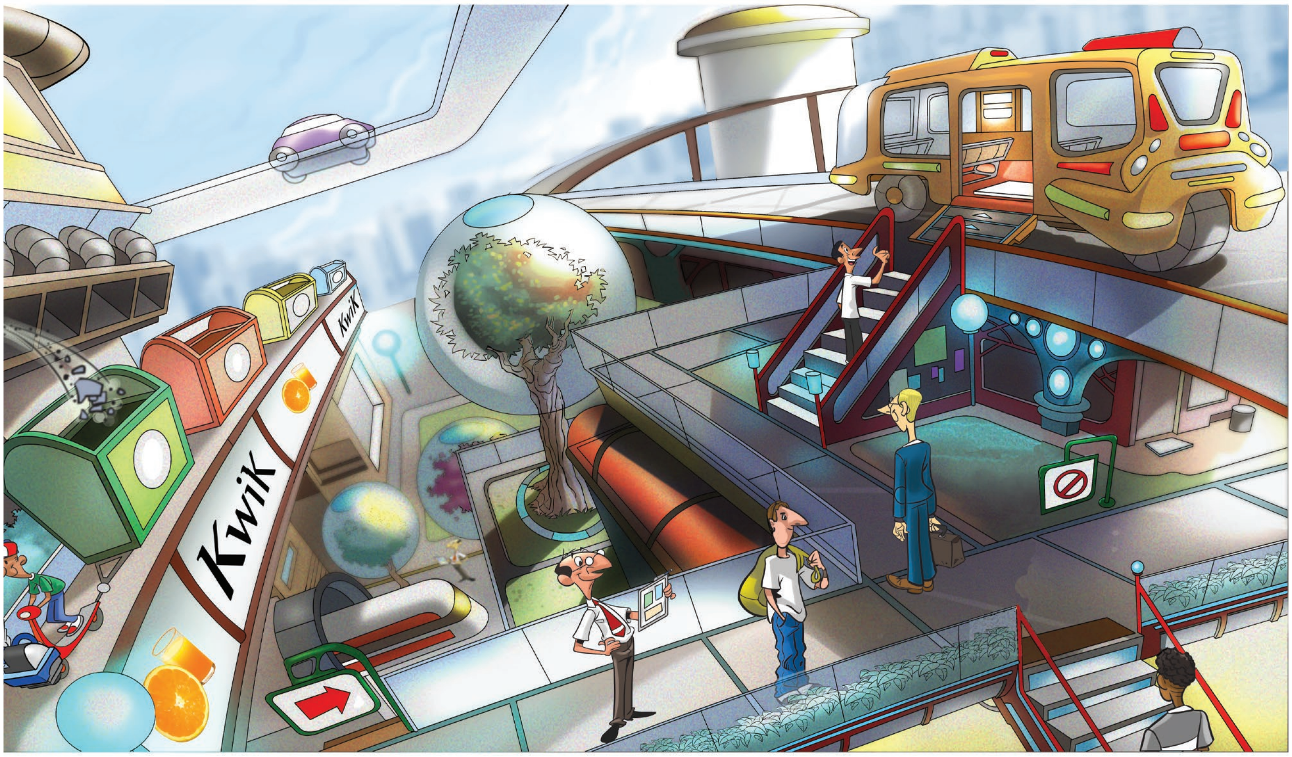
1 Listen and Discuss

1. What things that we take for granted today did people not have 100 years ago?
2. Name a discovery or development that you think people will have (or use) 100 years from now.

In 1900, a popular American magazine, called *Ladies' Home Journal*, published an article called "What May Happen in the Next Hundred Years," making predictions about what life would be like in the year 2001. Read and discuss the predictions.



People

People will be taller by one to two inches. This increase in height will be a result of better health, due to improvements in medicine, sanitation, and diet. The average life expectancy will have risen from the current age of 35 to the age of 50.

Language

There will be no C, X, or Q in the English alphabet as these letters will have been determined to be unnecessary. Spelling by sound will have been adopted. English will have become a language of condensed words. English will also be more extensively spoken than any other language. Russian will rank second.

Transportation

Cars will be cheaper than horses are today. Automobiles will have been substituted for every horse vehicle now known. A one-pound motor in one of these vehicles will do the work of a pair of horses or more.

There will be air-ships, but they will not successfully compete with cars and ships for passenger or freight traffic. They will be used mainly by the military.

Traffic

There will be no traffic on the streets of large cities. All traffic, including subways, cars, and buses will be either below ground or high above ground. "Moving-sidewalk" stairways will connect them to the street level. The vehicles on the busy underground and overhead streets will have cushioned wheels. Therefore, there will be almost no noise in cities.

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Media

Photographs will be telegraphed from any distance. If there is an important event happening halfway around the world, photographs of the event will be published in newspapers an hour later.

Deliveries

When people make purchases from stores, their purchases will be delivered by tubes, connected from the store to houses. These tubes will also collect, deliver, and transport mail over distances, perhaps for hundreds of miles.

Communication

Wireless telephone circuits will span the world. A person in New York will easily be able to call someone in China.

Quick Check ☑

A. Vocabulary. Match each word to its definition.

1. ______ circuits	**a.** extend across
2. ______ condensed	**b.** shortened
3. ______ determined	**c.** covering a wide range or area
4. ______ extensively	**d.** position in an ordered group
5. ______ rank	**e.** paths for electrical currents
6. ______ span	**f.** decided

B. Comprehension. Answer the questions.

1. What was the average life expectancy in 1900?
2. What predictions did the author make about the English language? Have they come true?
3. What do you think the author was referring to when he used the term *air-ships*?
4. Choose a prediction and give an example of how it has come true.
5. Which prediction do you think is the least likely to ever come true? Why?

2 Pair Work

Work with a partner to make predictions about the year 2100. Create one prediction for each of the categories in the article. Discuss your predictions with the class.

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3 Grammar

Future Perfect

The future perfect is used to express the idea that an action will be completed in the future, before another event or before another specific time in the future. The future perfect is formed with *will have* + past participle.

By the time my children are grown, scientists **will have found** a solution to global warming.

The car company **will have introduced** their new models by November.

Future Perfect Progressive

The future perfect progressive is used to focus on the duration of an action that will be happening in the future before another time or event happens in the future. The future perfect progressive is formed with *will have* + been + present participle.

By the year 2033, people **will have been flying** for 130 years.

Note: Sometimes either the future perfect or the future perfect progressive can be used to express the same idea.

By 2030, I **will have been living** in Sao Paulo for 15 years.

By 2030, I **will have lived** in Sao Paulo for 15 years.

The Future with Dependent Time Clauses

We can talk about a future event using a time clause with *when*, *before, after, while, until,* and *as soon as*. A present tense verb form (not a future form) is used in the time clause, and *will* or *be going to* are used in the main clause.

My father **will** keep using his old-fashioned cord phone **until it breaks**.

When he finishes working on his invention, he**'s going** to let me try it out.

A. Use the future perfect to combine the future events into one sentence, using ***by*** or ***by the time***.

1st Event: I will take all my final exams. **2nd Event:** The end of June will come.
By the end of June, I will have taken all my final exams.

1. **1st Event:** It will start to rain.
   2nd Event: We will arrive at the picnic.
2. **1st Event:** I will fall asleep.
   2nd Event: This film will be over.
3. **1st Event:** I will get married and have children.
   2nd Event: 2035 will come.
4. **1st Event:** My father will work at his company for 20 years.
   2nd Event: He will retire.
5. **1st Event:** He will decide which college to attend.
   2nd Event: February will come.
6. **1st Event:** The food will get cold.
   2nd Event: You will come to the table.
7. **1st Event:** He will learn to drive.
   2nd Event: He will graduate.

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B. Use the future perfect or the future perfect progressive to complete each sentence. In some cases, both forms are possible.

Sheri started teaching biology in 2019.
By 2029, *she will have been teaching biology for ten years.*

1. Fadi and Amina got married in 2000. By 2034, ______________________________.
2. My brother became a vegetarian three weeks ago. By next week, ______________________________.
3. Jasim started his new job in February. By November, ______________________________.
4. You started studying at 4:00. By 8:00, ______________________________.
5. I've already lost five kilograms on my diet. If I lose another two, ______________________________.
6. I moved to Singapore in 2018. By 2032, ______________________________.
7. We started waiting 20 minutes ago. If she gets here in 10 minutes, ______________________________.
8. This TV show started two-and-a-half hours ago! In another half hour, ______________________________.

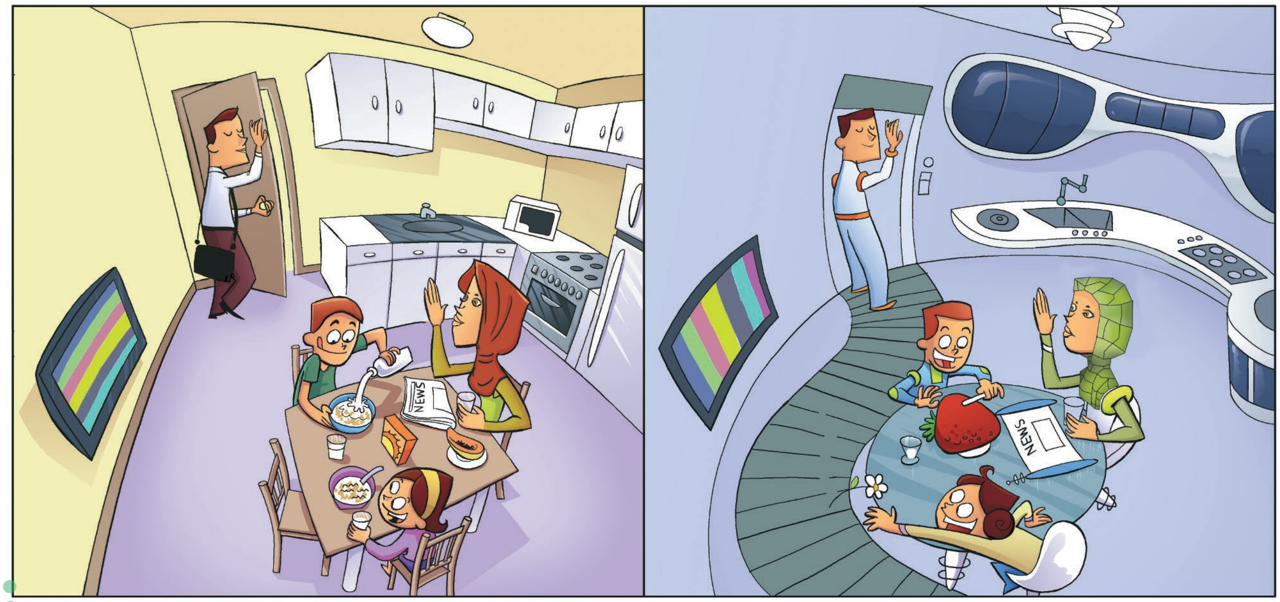
C. Put the verbs in parentheses in either the future tense (***will*** or ***be going to***) or the present tense.

I *'ll call* (call) you as soon as I *get* (get) home.

1. The company ____________ (manufacture) the parts when they ____________ (receive) the order.
2. After I ____________ (make) a million dollars, I ____________ (buy) my parents a house.
3. I ____________ (travel) the world, before I ____________ (get) married and settle down.
4. He ____________ (run) to the store, before it ____________ (start) raining.
5. When you ____________ (drive) down the road, you ____________ (see) a large, red building.
6. ____________ you ____________ (argue) with me until I ____________ (change) my mind?

D. Look at the pictures. Then complete the paragraph about how life will be different in the year 2050. Use the future perfect, future perfect progressive, and the future with dependent time clauses.

While some things will have stayed the same for the average family in 2050, some things will have changed dramatically...



Today's family | The family of 2050

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4 Conversation

Edward: Grandma, you've been lugging that book around all weekend.

Grandma: If I want to read it, what choice do I have?

Edward: You can ditch the book and get an electronic book reader.

Grandma: A *what*?

Edward: An electronic book reader. They're these great little devices that let you read books electronically. So, you read on screen instead of on paper.

Grandma: But I like reading on paper.

Edward: Trust me, Grandma. In a few years, no one is going to be reading books printed on paper anymore. Paper books will have disappeared.

Grandma: I don't like all this new technology. I'm happy with things the way they are.

Edward: You really should check out e-book readers. One of the advantages is that you can buy, download, and start reading a book in minutes. Another great thing about it is that you can carry hundreds of books with you without it being heavy.

Grandma: Why would I want to carry hundreds of books around with me?

Edward: Grandma, I'm sure if you just gave it a try, you'd find that you actually prefer it. Why not go with the flow?

Grandma: I think this is all just a lot of hoopla. I've been reading my books on paper for 68 years, and I'm not about to change that now.

Real Talk

lugging = carrying, especially something heavy or awkward
ditch = leave, get rid of
check out = look at something in order to evaluate it
go with the flow = accept things
hoopla = excitement created by a large amount of publicity

About the Conversation

1. What does Edward want Grandma to try?
2. What arguments does he make?
3. Is Edward successful in persuading Grandma? Why or why not?

Your Turn

Role-play with a partner. Tell your partner about something you use or do, such as a kind of technology or a sport. Try to persuade your partner to try it. Use phrases for persuading.

Persuading

(I'm sure) if you just give it a try, you'll find that...
Look at it this way...
One of the advantages is...
One reason you should consider...
Trust me on this...
What's great about this is...

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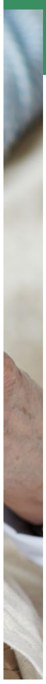

5 Listening

Listen to the information about the future of newspapers. Then complete the chart with the advantages and disadvantages of each news format.

1.

Newspapers	Advantages	Disadvantages
Print		
Online		
Electronic		

2. What do you think some disadvantages of the electronic newspaper might be?

6 Pronunciation

Consonant clusters may contain two or three consonants, for example: **br**oken, **pl**an, under**st**and, **str**eet, **spr**ay, hun**gr**y. Be careful not to separate the consonants in a cluster with a vowel sound or add a vowel sound before the cluster. Listen and practice.

1. The Internet **br**ought **gr**eat change to the newspaper indu**str**y.
2. To **st**ay competitive, it soon became important to have an online **pr**esence.
3. Newspapers could **pr**esent up-to-the-minute news, in**st**ead of having to wait to **pr**int it.
4. The elec**tr**onic newspaper reader will have the look and feel of a **pr**int newspaper.
5. It will have a portable **scr**een that is **fl**exible.
6. One newspaper pu**bl**isher **pr**edicts, "By 2030, we will have **st**opped **pr**inting paper newspapers com**pl**etely."

7 Vocabulary Building

A. You will see the following words in the reading on pages 40 and 41. Match the words with their meanings.

1. _______ chain	**a.** extremely difficult
2. _______ commonplace	**b.** a path in space followed by a planet, moon, or spacecraft
3. _______ estimated	**c.** a group of businesses owned by the same company
4. _______ lucrative	**d.** expensive
5. _______ orbit	**e.** frequent or usual
6. _______ rigorous	**f.** producing a lot of money
7. _______ simulate	**g.** given an approximate cost
8. _______ steep	**h.** imitate

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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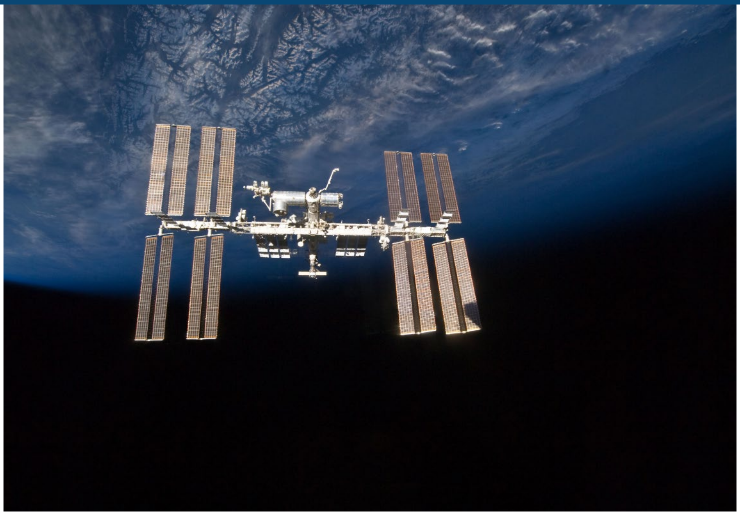
8 Reading

Before Reading

If you could go into space, would you? Why or why not?

AN OUT-OF-THIS-WORLD VACATION



Things that once seemed impossible often become commonplace with the passing of time. There are people predicting that this will happen with space tourism in the next decade or two. Some are even investing in and developing space tourism technology, believing that space tourism will be the next big thing. They imagine a future in which space travel will have become a reality for millions of ordinary people.

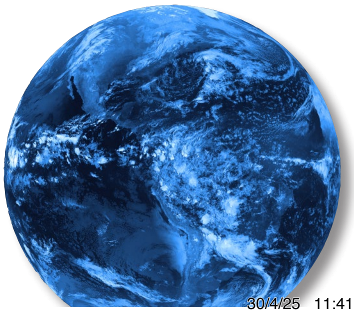
At the moment, space tourism is only a possibility for the incredibly wealthy. In 2001, American multi-millionaire Dennis Tito paid $20 million to become the first space tourist. After eight months of rigorous training, Tito traveled aboard a Russian capsule that was launched by an American company called ‘Space Adventures.’ He then spent seven days aboard the International Space Station. Since then, a number of other millionaire space tourists of different nationalities have gone into space.

Although up to now only very wealthy people have had the opportunity to be space tourists, many see this as the beginning of what will eventually become a lucrative new industry. There are several companies that have already invested millions of dollars in developing new, reusable launch vehicles. Their goal is to lower launch costs enough to make it possible for the average person to buy a ticket to space. The Japanese Rocket Society, for example, has set a target price of one million yen (about $10,000).

Virgin Galactic, a British company owned by Richard Branson's Virgin Group, has been working on plans for sending people into space for years. The company is about to begin testing of their eight-seat spacecraft, and expects that they will have worked out any problems by 2022. When the spacecraft is shown to be safe, Virgin Galactic will begin their flights. Although tickets are a steep £100,000 ($123,000), amazingly, the first year of flights has already been booked. One of these future passengers is Lisa Ramirez, a mother of three. When asked why she was prepared to spend so much money on a Galactic flight, Ramirez explained, “I’m 58 years old, and by the time this happens, I will have been dreaming of going to space for at least 45 years!”

There are even companies working on plans to build hotels for space tourists. The Shimizu Corporation, a giant Japanese construction company, has detailed plans for a space hotel concept. They plan to create a 64-room hotel which will orbit 279 miles (450 kilometers) above the surface of Earth. The hotel will slowly spin in order to produce enough force to simulate Earth's gravity. It is estimated that such a space hotel would cost 6 to 12 billion dollars, and would take about six years to build.

Since water was discovered on the moon in 1998, the multi-national hotel chain, Hilton Hotels, has been working on plans for a hotel on the moon. The plans call for a 5,000-room complex with a beach, a working farm, a medical center, and even a school. Two huge solar panels will generate the power. Hilton is working on this project with experts at NASA.



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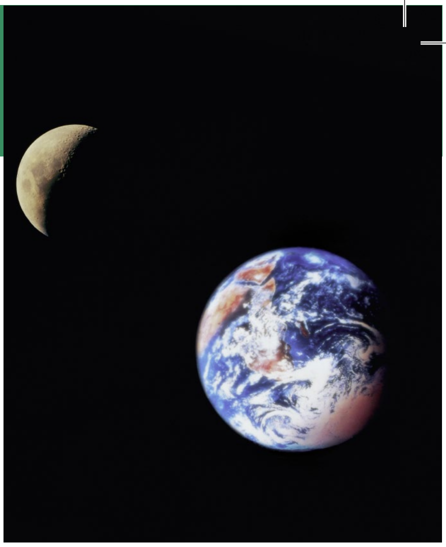

You may wonder what space tourists will do while in space. To begin with, most will probably want to spend some time simply enjoying the incredible sight of Earth from space. After that, no doubt they will spend some time gazing at the amazingly bright stars, and will take a space walk or two. When space tourists have had their fill of observing, they are likely to spend hours amusing themselves floating and doing acrobatics in the zero gravity of space. This zero gravity could provide endless recreational opportunities, including swimming in a zero gravity swimming pool in which people move through a floating mass of water.

With so much research, energy, and money being poured into space tourism, it is clear that it is a matter of *when*, rather than *if* space tourism will become a reality.

After Reading

Answer ***true*** or ***false***. Rewrite the false statements to make them true.

1. ______________ The first tourist in space paid two million dollars.
2. ______________ Virgin Galactic is struggling to book its first year of flights.
3. ______________ A Japanese construction company has plans to build a hotel in space.
4. ______________ The entire hotel will experience zero gravity.
5. ______________ The Hilton Hotel chain plans to power a moon hotel with wind power.
6. ______________ Hilton Hotels is working on the moon hotel with NASA.

9 Speaking

1. Work in groups/pairs. Think about space tourism in the future. Do you think it will happen? Why? Why not?
2. What do you think some of the advantages and disadvantages will be?
3. Think about transportation, accommodation, cost, and advertising.
4 Make notes in the chart and use them to help you present your opinion and discuss in class.

Advantages of space tourism	Disadvantages of space tourism	My opinion
		Space tourism **will**/**will not** happen. Reasons:

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10 Writing

A. 1. How do you think the world will have changed by the year 2050? Think about cities, crops, manufacturing, vehicles, trade, homes and other buildings, and measures to protect people from environmental factors, such as radiation from nuclear power stations.

2. How do you think Saudi Arabia will change in the future? What progress and developments will have been made by 2030 in areas, such as education, society, the economy, technology, culture, and infrastructure?

3. Read the text and compare your ideas in 2 with the plans in the text.

4. Look at the use of active and passive voice in the text. Which is used most often? Why?

All success stories start with a vision, and successful visions are based on strong pillars. By 2030 our Vision for the country will have been implemented, providing greater opportunities for our people.

The pillars on which we will build this Vision are firstly, our status as the heart of the Arab and Islamic worlds, secondly, our determination to become a global investment powerhouse and finally, the transformation of our unique strategic location into a global hub connecting three continents, Asia, Europe and Africa.

By 2030, our Vision will have been developed into reality, built around three themes: a vibrant society, a thriving economy and an ambitious nation.

This first theme is vital to achieving the vision and a strong foundation for economic prosperity.

We recognize the importance of preserving our society and our sophisticated heritage in order to promote national unity and consolidate true Islamic and Arab values. We will endeavor to strengthen, preserve and highlight our national identity so that it can guide the lives of future generations. We will do so by keeping true to our national values and principles, as well as by encouraging social development and upholding the Arabic language. We will continue to work on the restoration of national, Arab, Islamic and ancient cultural sites and strive to make them accessible to everyone, and in the process, create cultural events and build world-class museums which will attract visitors from near and far.

Our cities already enjoy high levels of security and development. Our citizens are safe, secure and healthy. We will continue to maintain this through supporting infrastructure development, providing high-quality services and keeping our crime rates (already among the lowest in the world) very low. We will further continue to develop and provide meaningful recreation facilities to our citizens and encourage the exchange of knowledge and cultural experiences through community clubs and pastimes.

In the second theme, a thriving economy provides opportunities for all by building an education system aligned with market needs and creating economic opportunities for entrepreneurs and small enterprises as well as the large corporations. Therefore, we will develop our investment tools to unlock our promising economic sectors, diversify our economy and create job opportunities. We will also expand our economy and improve the quality of our services. We will continue to support our already excellent education system to help young people gain the skills and training to enter the job market and find work.

Our nation is ambitious in what we want to achieve. We will improve efficiency and take responsibility seriously at all levels. Our third theme is built on an effective, transparent, accountable, enabling and high-performing government. We will also prepare the right environment for our citizens, the private sector and non-profit sector to take their responsibilities and take the initiative in facing challenges and seizing opportunities. One of our responsibilities is towards not only the people of our country and our visitors, but also to the environment. By preserving our environment and natural resources, we fulfill our Islamic, human and moral duties. We will seek to safeguard our environment by increasing the efficiency of waste management. We will promote the optimal use of our water resources and we will direct our efforts towards protecting and rehabilitating our areas of natural beauty.

* *Adapted from the text of the Vision Programs at https://vision2030.gov.sa/en and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques King Salman bin Abdulaziz Al Saud.*

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B. **1.** Choose one development in the text which will have been completed by 2030.

2. Think about the impact this development will have on both your personal life and on society. Write your ideas in the organizer.

3. Write an essay presenting your ideas and give some examples.

The development that will have taken place by 2030:
The impact on my life:
The impact on society:

Education in 2030

By 2030, the Vision Program will have made great progress in developing more ways for us to learn effectively. I think that in addition to supporting teachers and students even more with resources and training, we will also be able to learn from home via the use of computers. This will be helpful for people who live in remote areas or when a child is sick and cannot get to school. There will be online classes and perhaps we will have project materials delivered by drones!

Writing Corner

When you write a personal essay which expresses your views:

- make notes before you start writing to plan what you want to say.
- organize your thoughts into paragraphs; for example, describe the change in the introduction. Use the main body to talk about the impact on you and the impact on society.
- include a conclusion to sum up your views or opinions. Don't include any new information in the conclusion.
- be creative but focused on the topic.
- you don't have to be objective.
- address your audience directly.
- use *I* narration, as in *I think* or *I feel*.
- include examples, personal anecdotes, thoughts, interpretations, or ideas.
- try to get your point across as clearly as possible.
- do not repeat yourself.

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11 Form, Meaning and Function

Simple Present Tense

Yes/No Question (?)	Short Answer (+)	Short Answer (–)
Do they use the Internet?	Yes, they **do**.	No, they **don't.**
Does she have a laptop?	Yes, she **does**.	No, she **doesn't.**

Simple Present of the Verb *Be* and Information Questions

Information Questions (?)	Answer
What's your last name?	**It's** Al Zahrani.
How's it going?	Fine, thanks.
When's the festival?	**It's** in February.
Where's your friend from?	He**'s** from Jeddah.
Who's that tall man?	That**'s** my uncle.
Why's he here?	He**'s** here for the festival.

Simple Past of the Verb *Be* and *Be Born*

Q: Where **were** you born? — **A:** I **was** born in Oman.
Q: Where **was** he/she born? — **A:** He/She **was** born in Kuwait.

Simple Past with Regular and Irregular Verbs

Yes/No Question (?)	Short Answer (+)	Short Answer (–)
Did you/he/she/they live in Riyadh?	Yes, I/he/she/they **did**.	No, I/he/she/they **didn't**.

Information Questions (?)	Answer
Where **did** you live?	I **lived** in Riyadh.
What **did** he wear?	He **wore** formal clothing.

Irregular Past Forms

be—been	drive—drove	go—went	make—made	spend—spent
buy—bought	eat—ate	give—gave	meet—met	swim—swam
come—came	feel—felt	have—had	ride—rode	take—took
do—did	fly—flew	know—knew	see—saw	win—won

A. Interview a classmate. Ask for this personal information.

1. name	4. date of birth	7. telephone number
2. spelling of first and last names	5. nationality	8. email address
3. age	6. address	9. occupation

B. Read the predictions again made in 1900 on pages 34 and 35. Which predictions came true? Which predictions didn't come true? Use the simple present and simple past tenses.

Life expectancy didn't rise from 35 to the age of 50. It rose from 35 to the age of 75. People are taller now than they were in 1900.

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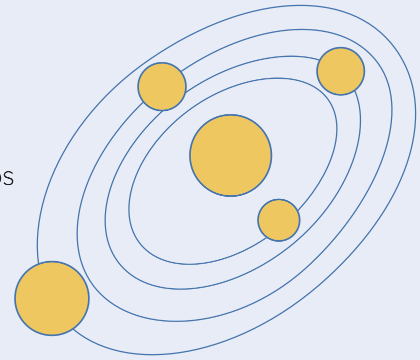
Words Connected with Space and the Planetary System: Part 1

Some words we associate with space and the planetary system are:

technology	gas	solar system	rocks	orbit
space station	gravity	the moon	volcanoes	launch
spacecraft	stars	the sun	poisonous air	land
robot car	meteors	Earth	high mountains	take photos
astronauts	eclipse	the planets	atmosphere	build



Our **planet Earth** is a lump of **rock** in **space**.

Each planet **orbits** the **sun** on its own invisible path.

The sun was formed by thick clouds of dust and **gas**.

The **moon** is the only place in space where people **have landed**.

An **eclipse** is when the moon moves in front of the sun for a short time. The sky gets darker and the temperature drops.

C. Complete these facts about space with an appropriate word. Use the vocabulary words above.

1. The sun is at the center of our ____________ ____________. ____________ is one planet in a group of eight planets. Scientists now consider Pluto to be a *dwarf* planet.
2. The sun is a ____________. Because it is very close to Earth, it looks bigger than the other stars.
3. Sometimes a ____________ crashes into the moon and makes a crater or giant hole in the surface.
4. In the future, scientists want to ____________ hotels on the ____________ so people can go there on vacation.

D. Work with a partner. One person should read EXTRACT 1 and the other person should read EXTRACT 2. Ask and answer each other to talk about your reading extract.

A: What is EXTRACT 2 about?
B: It's about space tourism and what tourists will do in space.
A: What will they do?

EXTRACT 1

Are humans the only intelligent life in the universe? Or, are we just one of many advanced civilizations out there? While people used to assume we were alone in the universe, we now know that the galaxy contains over 100 billion stars. This fact has led many scientists to think it unlikely that we are the only intelligent life form in the universe. Some of these scientists have devoted themselves to searching for other civilizations. This search is commonly referred to as the Search for Extraterrestrial Intelligence, or SETI. Since the SETI program began in 1959, scientists have been scanning the sky for signals sent by another, alien civilization. To do this, they used the world's largest radio telescope which is located in Arecibo, Puerto Rico. The Arecibo telescope is 1,000 feet (305 meters) in diameter. This telescope is so large, it is said that it could hold 10 billion bowls of cornflakes! Prior to its partial collapse on December 1, 2020, the telescope collected and sent data to SETI computers 24 hours a day.

EXTRACT 2

There are companies working on plans to build hotels for space tourists. The Shimizu Corporation, a giant Japanese construction company, has detailed plans for a space hotel concept. They believe they can build a 64-room hotel which will orbit 279 miles (450 kilometers) above the surface of Earth. The hotel will slowly spin in order to produce enough force to simulate Earth's gravity. It is estimated that such a space hotel would cost 6 to 12 billion dollars, and would take about six years to build. You may wonder what space tourists will do while in space. To begin with, most will probably want to spend some time simply enjoying the incredible sight of Earth from space. After that, no doubt they will spend some time gazing at the amazingly bright stars, and will take a space walk or two. When space tourists have had their fill of observing, they are likely to spend hours amusing themselves floating and doing acrobatics in the zero gravity of space. This zero gravity could provide endless recreational opportunities, including swimming in a zero gravity swimming pool in which people move through a floating mass of water.

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12 Project

Take a closer look at your neighborhood or an area in your town or city and think about changes that have been taking place over the last year or two.

1. Look at the area and write things that you see, e.g. old and new buildings, sidewalks, street lights, new and old stores, traffic, sanitation system, parks, etc.
2. Research and collect information about constructions or other projects. Talk to people who live in the area. This type of information will give you ideas about the kinds of development/ changes that will probably take place.
3. Use the chart to make notes about the information and your ideas.
4. Think of how the area will have changed by 2030 or 2040.
5. Select and print out pictures or draw if possible.
6. Use your notes and pictures to prepare a PowerPoint presentation for your class.

The area as you see/know it now	The area as you imagine it in 2030 or 2040	Comment on change (positive or negative)

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13 Self Reflection

Things that I liked about Unit 3:	Things that I didn't like very much:

Things that I found easy in Unit 3:	Things that I found difficult in Unit 3:

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss technology invented over the last 100 years			
discuss technology of the future			
make predictions about life in the future			
use the future perfect and the future perfect progressive			
use the future with dependent time clauses			
ask information questions			
use be and be born in the present and the past			
know some regular and irregular past verb forms			
talk about space and the planets			

My five favorite new words from Unit 3:

If you're still not sure about something from Unit 3:

- read through the unit again
- listen to the audio material
- study the grammar and functions from the unit again
- ask your teacher for help

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EXPANSION Units 1–3

1 Language Review

A. Complete each sentence with ***other***, ***others***, or ***another***.

1. I'm almost done with this cup of hot chocolate. Can you please bring me ________________?
2. Some predators wait for their prey to come to them. ________________ predators chase their prey.
3. Don is so materialistic. Although he already has two cars, he's going to buy ________________.
4. One lucrative crop for many farmers is soybeans. ________________ is corn.
5. He excels in football, track, gymnastics, and a handful of ________________ sports.
6. That store is a chain. There are a few in Spain and Italy and ________________ in France and Germany.
7. One of the most famous children's books by Dr. Seuss is *The Cat in the Hat*. ________________ are *One Fish Two Fish Red Fish Blue Fish* and *Horton Hatches the Egg*.
8. One option would be to spend the money on a vacation. ________________ would be to put it in a savings account.

B. Rewrite the underlined sentences with ***used to***, ***be used to***, or ***would***.

He's a very humble man. He doesn't usually take credit for anything.
He's not used to taking credit for anything.

1. When he lived in Riyadh, he often drove by Faisaliah Tower.
2. Bobby felt lonely when his sister went to college. It felt strange not having her in the house.
3. This coffee shop is where I studied when I was in college.
4. He's much more materialistic now than he was when he was a teenager.
5. The cough was so persistent, after a while she didn't even notice it.
6. When I was younger, I exercised rigorously. Now I hardly exercise at all.
7. I usually shop in small stores. I don't usually shop in chain stores.
8. He has always loved electronics. When he was a child, he and his dad built circuit boards together.

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C. Answer and discuss these questions about life in the year 2050.

1. Do you think scientists will have found a cure for cancer?
2. Do you think space travel will have become commonplace?
3. Do you think the world will have become more peaceful?
4. Do you think we will have started using something other than gas to run our cars?
5. Do you think global warming will have slowed down?
6. Do you think engineers will have developed a computer capable of thought?
7. Do you think scientists will have contacted life on other planets?

D. Look at the pictures of Asma below. Write sentences about her, using the following grammar points from Units 1–3.

- ☐ *used to*
- ☐ *was going to*
- ☐ *would*
- ☐ future perfect
- ☐ future perfect progressive
- ☐ future with dependent time clauses

Asma, 10 years ago

Marital status: single, lives at home with parents
Occupation: student
Hobbies: writing poetry, playing video games
Likes: sleeping late, spending time with friends
Dreams: to become a professor, to get married and have kids, to have laser eye surgery

Asma, 10 years from now

Marital status: married, two children
Occupation: history professor
Hobbies: writing poetry, gardening
Likes: spending time with family, eating healthy foods
Dreams: to get more sleep!

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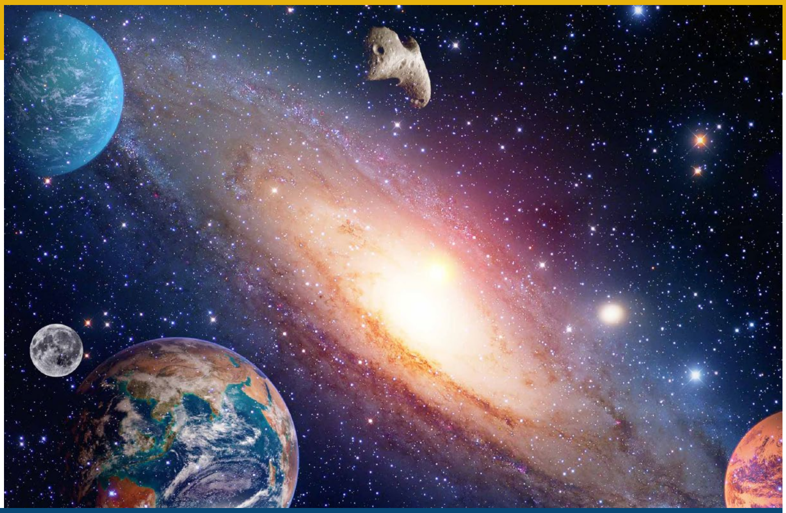

2 Reading

Before Reading

1. Do you think there is life on other planets?
2. If there were life on other planets, how could we find this out?

IS ANYBODY OUT THERE?

Are humans the only intelligent life in the universe? Or, are we just one of many advanced civilizations out there? While people used to assume we were alone in the universe, we now know that the galaxy contains over 100 billion stars. This fact has led many scientists to think it unlikely that we are the only intelligent life form in the universe. Some of these scientists have devoted themselves to searching for other civilizations. This search is commonly referred to as the Search for Extraterrestrial Intelligence, or SETI.

Since the SETI program began in 1959, scientists have been scanning the sky for signals sent by another alien civilization. To do this, they used the world's largest radio telescope which is located in Arecibo, Puerto Rico. The Arecibo telescope is 1,000 feet (305 meters) in diameter. This telescope is so large, it is said that it could hold 10 billion bowls of cornflakes! Prior to its partial collapse on December 1, 2020, the telescope collected and sent data to SETI computers 24 hours a day.

Many people don't realize that in addition to searching for radio waves, we humans are sending them out into space as well. This is because all of the radio and television signals that come into our homes also travel into space. We have been constantly and unintentionally leaking radio waves into space for over sixty years now. One day these signals may be detected by an alien civilization. In fact, it is possible that aliens are already listening to *Who Wants to Be a Millionaire?, CSI,* and *The Simpsons*!

Arecibo Radio Telescope

Although SETI has found some unexplained signals, there have not been any clear, confirmed extraterrestrial signals yet. However, SETI scientists are not at all discouraged. They know that the universe is vast, and searching the entire sky for a distant signal is like searching for a needle in a haystack.

Not only are SETI scientists not discouraged, they are actually more optimistic than ever before. They do feel that in another 50 or 100 years, they will have succeeded in detecting alien signals. What is the reason for this confidence? Previous searches were limited by the shortcomings of available technology. For example, while there are hundreds of billions of stars in our galaxy, fewer than a thousand have been monitored for alien signals. But technology is improving all the time. As technology improves, scientists are going to have a better chance of picking up alien signals. In the next few decades, hundreds of thousands of stars, maybe even millions, will have been monitored.

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Dan Wertheimer, a SETI researcher at the University of California in Berkeley, says, “We’re making incredible progress. The more computing power you have, the better job you can do looking for these signals. Capabilities have been doubling every year.” One reason SETI’s computing power has been increasing is a volunteer program started in 1999 called SETI@home, in which the computers of ordinary people around the world are used to analyze SETI data.

Through the SETI@home program, volunteers download a special SETI screensaver to their home computer. When the computers are not in use and go into screensaver mode, the computers begin to analyze data gathered by the Arecibo radio telescope. The home computers search through the data for any signals that may have been created by an alien civilization. There are currently over 5 million volunteers in 225 countries participating in this program. Wertheimer says, “If you’re the lucky one that finds that distant signal, then you might get the Nobel Prize, but you’ll have to share it with 2 million people around the world who are helping us analyze that data.”

Some people find it hard to believe that perhaps one day we will be communicating with aliens from distant planets. But others feel differently. Eighty-six-year-old Daniel Jackman says, “When I was a young man, if you had told me that one day we were going to send people into space, I would’ve told you that you were crazy. Now I know better. Just because we’re used to certain limitations doesn’t mean we can’t go beyond them.”

We may well learn one day that we are not alone in the universe. In the meantime, when sitting on your couch, watching your favorite TV program, consider that an alien civilization may be listening to it with you!

After Reading

A. Match each word to its synonym.

1. _______ diameter	**a.** accidentally
2. _______ detected	**b.** width
3. _______ limitations	**c.** restrictions
4. _______ monitored	**d.** observed
5. _______ optimistic	**e.** searched
6. _______ unintentionally	**f.** hopeful
7. _______ vast	**g.** enormous

B. Answer the questions.

1. What is the goal of the SETI program?
2. Why haven’t any signals been picked up from other planets yet?
3. Why are SETI scientists confident that they have a better chance of picking up signals in the future?
4. How do we send signals into space?
5. What is SETI@home?

Discussion

1. Do you think the SETI project will ever be successful? Why or why not?
2. Do you think it is a good idea to try to contact alien civilizations? Why or why not?

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3 Language Plus

A

be in another world

B

carry the weight of the world on (one's) shoulders

C

be on top of the world

D

be worlds apart

E

The world is (one's) oyster.

F

Where in the world...?

Complete each sentence with an idiom shown. Be sure to put each idiom in the correct tense.

1. I just can't find my glasses. ______________________________ could they be?
2. Badr ______________________. He's so happy that he won the math competition.
3. Dan and Warren have such different views that they ______________________.
4. Jim has so many responsibilities that he feels like he ______________________.
5. Frank is lost in his thoughts again. It's like he ______________________.
6. Ali graduated at the top of his class, so he has a bright future with many opportunities. __________.

4 Writing

Tools for Writing: Commonly Confused Words

Fewer and *less* have the same meaning. They are both the opposite of *more*. However, *fewer* is used with count nouns and *less* is used with noncount nouns.

Fewer people are buying newspapers than ever before.
Since the new police chief took over, there has been **less** crime in our city.

Farther is used to talk about distance. *Further* is used to mean *additional*.

Most Arabian bred horses can run faster and **farther** than English bred horses.
I'm going to call the school to get **further** information about the program.

Complete each sentence with the correct commonly confused word.

1. The invention of the microwave made it possible to cook meals in __________ time.
2. I make __________ grammatical mistakes than I used to.
3. I don't want to discuss this any __________.

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An expository essay is an essay in which the writer explains, describes, or gives information about a subject.

Writing Prompt

Write an expository essay about a common device or technology. Write about the history of the technology, and make predictions about how you think the technology will change in the future. Include grammar points from Units 1–4.

Write Your Essay

1. Decide on the type of device or technology you will write about.
2. Use a chart to organize your ideas. Write your topic at the top. Then write ideas about the past, present, and future of the device or technology.
3. Write a draft of your essay.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Device/Technology: ____________		
Past	**Present**	**Future**

Developing Your Writing: Prewriting Techniques

Prewriting is an important first step in the writing process. Prewriting helps you explore and gather your ideas before you begin organizing and writing your essay. These are some of the most common types of prewriting techniques:

Freewriting: Freewriting involves taking the time (usually about five minutes) to write down all of the ideas you have about your topic before you begin researching or organizing the topic. When you freewrite, do not worry about using correct spelling, grammar, or punctuation, or even writing in complete sentences.

Brainstorming: Like freewriting, the purpose of brainstorming is to capture all of the ideas you have on a topic before you begin writing about it. However, when you brainstorm you only write words or phrases related to your topic.

Questioning: Ask the journalist's five *W's—Who? What? When? Where? Why?*—about the topic. List as many questions as you can about the topic. This will help you start thinking about questions to research and answer in your essay.

The Past, Present, and Future of the Telephone

Telephones are something we all take for granted. We are so used to having them that it is hard to imagine that they were only invented a little over 100 years ago. Just think, at the beginning of the twentieth century there were fewer than four million phones in the world. And if you wanted to speak with another person over the phone, you would need an operator to make the connection between you and the other person. Telephone technology has changed a lot over the last 100 years, and I believe in just another ten or twenty years it will have changed radically from what it is today...

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4 The World of TV

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1 Listen and Discuss

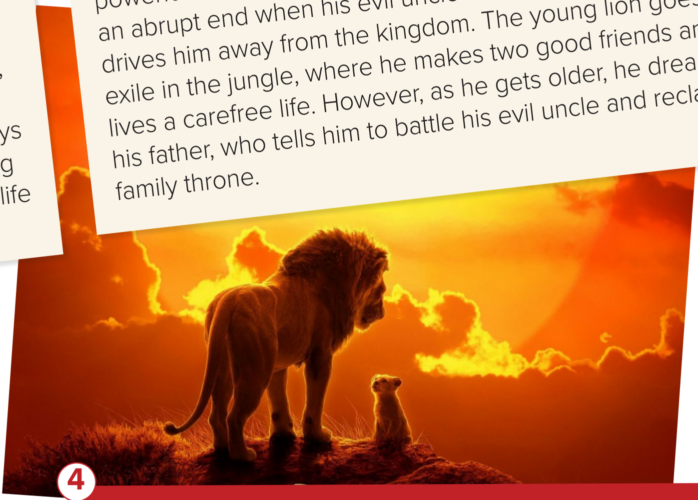
1. What is your favorite TV film? Explain why it is your favorite.
2. Which of the following genres do you like best: animation, comedy, or adventure? Why?
3. What's the worst TV film you have ever seen? Explain.

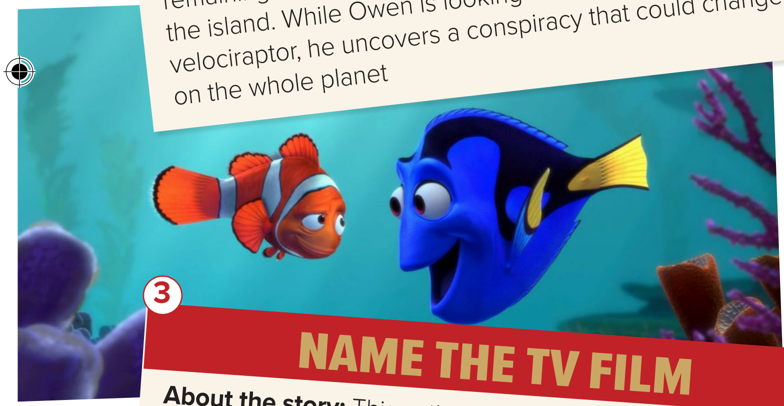
1 NAME THE TV FILM

About the story: This science fiction action-adventure film is about the efforts of a group of people to save the surviving dinosaurs on Isla Nublar, a fictional Central American island in the Pacific. Three years after the Jurassic World theme park was closed down and the island was abandoned by humans, a dormant volcano on the island becomes active, threatening the dinosaurs living there. Claire Dearing, the theme park's former operations manager, and Owen Grady, the park's former velociraptor trainer, set out to rescue the remaining dinosaurs before the volcano erupts and destroys the island. While Owen is looking for Blue, the last surviving velociraptor, he uncovers a conspiracy that could change life on the whole planet

2 NAME THE TV FILM

About the story: This animated film presents the story of a lion cub's journey to adulthood. The cub is the son of a powerful and wise king. But his happy childhood comes to an abrupt end when his evil uncle murders his father and drives him away from the kingdom. The young lion goes into exile in the jungle, where he makes two good friends and lives a carefree life. However, as he gets older, he dreams of his father, who tells him to battle his evil uncle and reclaim his family throne.





3 NAME THE TV FILM

About the story: This action-adventure comedy film is about a small, extremely fast, blue hedgehog called Sonic, and his adventures on Earth. After traveling to Earth from another planet, Sonic spends many lonely years living in secret near the fictional town of Green Hills, Montana, in the United States. One night, he runs at supersonic speed while playing baseball by himself and this causes a power outage in a large part of the country, so the government asks evil genius Dr. Robotnik to investigate. Luckily, Sonic meets and becomes friends with local town sheriff Tom Wachowski and the two team up to stop Dr. Robotnik from capturing Sonic and using his powers to rule the world.

4 NAME THE TV FILM

About the story: This is a documentary about Bruce Lee's life, career, and death. It reveals a side of Lee unknown to the public, along with the better known qualities of the celebrity—the man that the world knew. Lee had been working on a new project at the time of his death, ironically titled *Game of Death*. Rare camera shots have been included in the documentary according to Lee's own script notes in an attempt to convey his ambitions for the project and his frame of mind toward the end of his life.

5 NAME THE TV FILM

About the story: Based on the real life story of prominent mathematician John Nash, this film portrays Nash's struggle with his delusions caused by a mental condition. Nash starts a seemingly promising academic career and makes a remarkable advancement in "game theory," when he begins having delusions and struggles to maintain control over his mental state. His wife, Alicia, stands by him through years of therapy, and he is eventually able to resume his research and goes on to win the prestigious Nobel Prize.

Answers:

1. Jurassic World: Fallen Kingdom; 2. The Lion King; 3. Sonic the Hedgehog; 4. Bruce Lee: A Warrior's Journey; 5. A Beautiful Mind

Quick Check ☑

A. Vocabulary. Complete each sentence with a word from the box.

abrupt	animated	prominent	death
delusions	capture	prestigious	conspiracy

1. *The Lion King* is an example of a(n) _______ film.
2. The Nobel Prize is the most _______ award a scientist can win.
3. The police uncovered a(n) _______ to kill the president. Thankfully, the criminals were caught and punished before they could cause any harm.
4. A young actor's _______ in an accident usually gets wide media coverage.
5. A cameraman's job is to _______ the scenes on film.
6. Chris O'Donnell played the part of Hemingway, a _______ American writer.
7. The _______ ending of the film surprised us.
8. _______ can sometimes be a symptom of mental instability.

B. Comprehension. Answer the questions.

1. Which TV film talks about growing up and assuming an adult's responsibilities?
2. Which TV films are set in places that don't exist in real life?
3. In which film does a character have superpowers?
4. Which two TV films are biographical?

2 Pair Work

In pairs, create your own clues for one or two TV films or documentaries you have seen. Read the clues to your class and see if they can guess the film or documentary.

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3 Grammar

Both...And, Not Only...But Also, Either...Or, Neither...Nor

Both...and, not only...but also, either...or, and *neither...nor* are all paired conjunctions. They are used to link two words, phrases, or clauses of the same type. For example, nouns are linked with nouns, adjectives are linked with adjectives, and verbs are linked with verbs.

My favorite film is **either** *Sonic the Hedgehog* **or** *The Lion King*.
He is **not only** *hardworking*, **but also** *intelligent*.

When connecting two subjects with *both...and*, be sure to use a plural verb.

Both my father **and** his boss *were* present in the meeting.

When connecting two subjects using *either...or, not only...but also*, or *neither...nor*, the choice to use a singular or plural verb depends on the subject that is closer to the verb.

Neither my uncle **nor** my brothers *want* to see that documentary.
Neither my brothers **nor** my uncle *wants* to see that documentary.

Independent Clauses with *And, But, Or, So,* and *Yet*

An independent clause is a group of words that includes a subject and verb. It expresses a complete thought, and can stand alone as a sentence.

I ordered the engine part online.

Two or more independent clauses can be combined with coordinating conjunction words, like *and, but, or, so,* and *yet*.

I ordered the engine part online, **but** now I can't find the confirmation number.

The conference hall wasn't air-conditioned, **so** I demanded a refund.

I liked the book, **yet** I hated the film.

Note: When a sentence includes two independent clauses joined by a coordinating conjunction, use a comma before the coordinating conjunction.

A. Complete each sentence with the correct paired conjunction and an idea of your own.

She arrived with both her brother ___and her sister___.

1. We like neither fast food ______________________.
2. The university is both prestigious ______________________.
3. He not only plays basketball well, ______________________.
4. We're either going to eat pizza ______________________.
5. I neither watch TV ______________________.
6. The policeman not only stopped the crime, ______________________.
7. In the morning, she drinks either coffee ______________________.
8. Jack has neither called us ______________________.
9. Bruno has both a sore throat ______________________.
10. You can either look for a new job ______________________.

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B. Combine each pair of sentences using a paired conjunction.

Jack isn't old enough to vote. Richard isn't old enough to vote.
Neither Jack nor Richard is old enough to vote.

1. The Statue of Liberty is in New York. The Empire State Building is in New York.
2. She broke her leg. She dislocated her shoulder.
3. Bill James didn't succeed in climbing Mount Everest. Charlie Bower didn't succeed in climbing Mount Everest.
4. I'll call you later. I'll email you later.
5. We're not angry. We're not disappointed.
6. Ice is a state of water. Vapor is a state of water.

C. First, match the independent clauses. Then rewrite them as one sentence using a coordinating conjunction and correct punctuation.

You can admit your mistake, or you can just hope no one notices it.

1. You can admit your mistake. _c_
2. I told them I'd come over for dinner. ___
3. He's a vegetarian. ___
4. She's lied to her more than once. ___
5. One of their children lives in Japan. ___
6. He's very comfortable in the U.S. ___

a. She continues to consider her a friend.
b. The other lives in Argentina.
c. You can just hope no one notices it.
d. He continues to miss his home in Brazil.
e. He's not going to eat any beef burgers.
f. I'm really not feeling well.

D. Write sentences about the animals using both paired conjunctions and coordinating conjunctions.

Both the cheetah and the ostrich are fast runners.

goldfish	deer	salmon	bear	camel	ostrich	hawk
fox	elephant	snake	penguin	turtle	cheetah	tiger

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4 Conversation

Adel: That was such a fantastic basketball game on TV.

Fahd: You *must* be joking.

Adel: Why? Didn't you like it?

Fahd: I thought it was a terrible game. The whole thing was just awful.

Adel: What didn't you like about it?

Fahd: For one thing, the Bulls' key player missed every easy shot. It really bothered me throughout the entire game.

Adel: Well, you're right about *that*. But what else didn't you like?

Fahd: I thought their uniforms were ridiculous. I found the whole idea of the Bulls' players wearing cowhide tops hard to swallow.

Adel: I don't agree at all. The whole idea is to stand out in the game. The tops are not real cowhide. It's fake cowhide.

Fahd: I'm not sure they were fake. Think of all the poor animals they took the hides from. They must believe that the poor animals are a dime a dozen. Anyway, by the end of the game, I started to doze off.

Adel: We seem to have very different tastes in basketball and uniforms. Maybe next time we get together we should just go out to a restaurant.

Fahd: I couldn't agree more.

About the Conversation

1. What did Adel like about the game?
2. What did Fahd dislike about the players?

Real Talk

just = really, very
hard to swallow = not easy to believe
a dime a dozen = something so common that it doesn't have much value
doze off = fall asleep

Your Turn

Role-play with a partner. Think of a situation in which two people might disagree. Discuss your opinions, using the phrases for agreeing and disagreeing.

Agreeing	Disagreeing
I agree completely.	(I'm sorry but) I don't agree (with you).
I couldn't agree more.	I see it differently.
You're absolutely right.	I totally disagree.
You're right about *that*.	(I'm afraid) I don't really agree.
	I'm not so sure about that.
	You *must* be joking. (Informal and not very polite)

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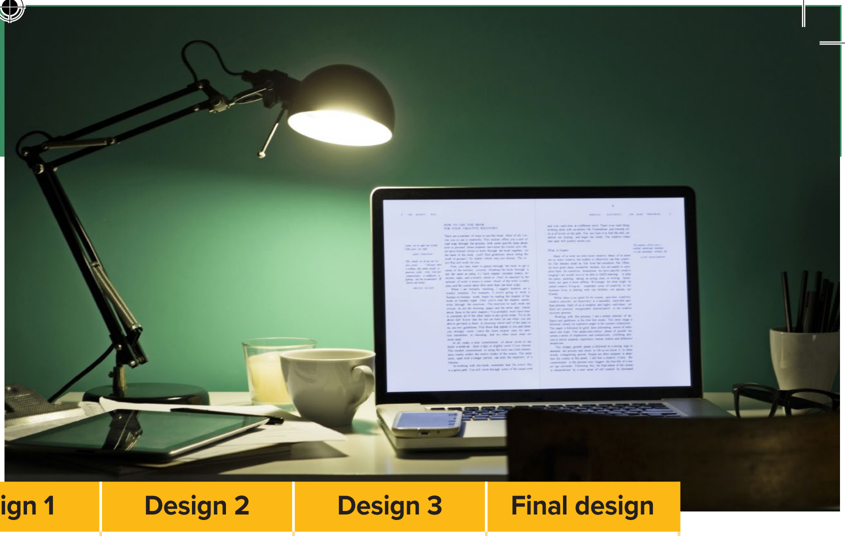

5 Listening

Listen to the interview from the TV show *Special Places for Special People* and complete the chart.

		Design 1	Design 2	Design 3	Final design
1.	What was good about it?				
2.	What was bad about it?				
3.	What was the CEO's opinion?				

6 Pronunciation

When a word that ends in a vowel sound is followed by a word that begins with a vowel sound, the words are naturally linked by an inserted *w* or *y* sound. Listen and practice.

1. **Hello and** welcome **to our new offices**.
   (Hello‿and: w; to‿our: w; new‿offices: w)
2. **I am** very happy with the designs.
   (I‿am: y)
3. The design lives up **to our** expectations.
   (to‿our: w)
4. In **the end**, it all comes together.
   (the‿end: y)
5. **My only** complaint about the **new one** is that it is not modern enough!
   (My‿only: y; new‿one: w)

7 Vocabulary Building

A. You will see the following words in the reading on pages 60 and 61. Match the words with their meanings.

1. _______ altered	**a.** unusual and attractive
2. _______ captivates	**b.** extremely important
3. _______ confronts	**c.** imperfections
4. _______ crucial	**d.** captures someone's attention
5. _______ defects	**e.** lasting
6. _______ enduring	**f.** changed
7. _______ exotic	**g.** great, remarkable
8. _______ ironically	**h.** against the way it appears
9. _______ phenomenal	**i.** meets something difficult or dangerous

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

Brainstorm a list of elements in a detective story.

The Formula behind **Detective Stories on TV**

Detective stories have always been a favorite in literature, and now they are one of the most popular genres in TV films and series. There is something appealing about the mystery and intrigue that captivates viewers and keeps them in suspense until the case is finally solved.

But what accounts for the phenomenal success and enduring popularity of detective stories? Is it the charismatic and fearless hero and his uncanny ability to uncover the truth? Is it the action and adventure—the high-speed chases, danger, and exotic settings? Is it the psychological wit and hi-tech gadgets that the detective has at his disposal? Or is it the simple fact that the viewer knows the hero will triumph over the villain in the end?

Clearly, the TV audience enjoys the mystery and non-stop suspense of detective films. However, ironically, there is also predictability to the story that is tremendously appealing. Certain elements and sequences of events appear over and over in detective stories and are eagerly awaited by fans. TV films and series with such predictable elements are known as *formula* films. The TV audience knows the plot will be puzzling and sometimes have unexpected results. They know the hero will confront dangerous villains. They know there will be complicated steps involved in piecing together all the clues, and they are challenged to try to figure out the mystery before the detective.

The most basic element in the formula of a detective story is the hero—the detective. This is the character the viewer identifies with throughout the film. He is usually a courageous individual with superior intelligence. He is often charming and outgoing, which helps him socialize with others, while, in fact, he is collecting information from witnesses and gathering evidence for his case. Another type of hero is the gruff and serious detective, who rarely smiles, but is very efficient at his job. In contrast, the hero in detective comedies is a naïve and clumsy character who accidentally stumbles across clues to eventually solve the crime.

Of course, the villain also plays a crucial role in the story. On occasion, the villain's identity is a mystery and is only revealed at the end, but more often he is introduced to the TV audience. Just as there are formulaic types of heroes, there are stereotypical villains: cold-blooded, greedy criminals, evil geniuses, and mad scientists. Most villains also have physical or psychological defects that add to the ugliness of their character, such as a scarred face, a missing limb, or a split personality.

The detective is challenged to find the villain by following clues. To assist him, he uses special talents in intellectual reasoning or has help from technological devices. These range from a simple magnifying glass to sophisticated DNA analysis and electronic tracking devices. Some detectives even use high-tech gadgets that are disguised as everyday objects, such as an explosive pen, a laser watch, or a computerized, talking vehicle!

When the hero confronts the villain, there are always scenes of action and danger. These involve high-speed chases on any kind of vehicle imaginable—cars, motorcycles, helicopters, speed boats, skis, submarines, camels, or simply

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on foot. If the detective is captured, he finds himself in life-threatening situations and must use his skills to escape. He is then even more determined to catch the villain.

One way or another, the detective always accomplishes his mission, much to the satisfaction of the audience. The formula for detective stories is so successful; it is hard to imagine that it will ever be significantly altered. After all, who wants to watch a detective story without action and adventure, or in which the villain wins?

After Reading

Answer ***true*** or ***false***. Rewrite the false statements to make them true.

1. ____ Detective stories are only popular on TV.
2. ____ The success of detective stories is due to a combination of elements.
3. ____ Many elements of a detective story are predictable.
4. ____ All detective stories have an intelligent and charming hero.
5. ____ The formula of detective stories is likely to change in the future.

9 Speaking

1. Work in pairs/groups. Compare two TV films or documentaries that you have seen. Think about the characters, setting, plot, story development, special effects, and other features in the TV films; consider the theme, setting, time period, history, special effects, and outcome in the documentaries.
2. Make notes in the appropriate chart. Use your notes to talk about the similarities and differences of the TV films/documentaries that you have compared in class.

Title	TV Film 1: ____________________	TV Film 2: ____________________
characters/actors		
setting		
plot		
story development		
special effects		
other features		

Title	TV Documentary 1: ____________	TV Documentary 2: ____________
theme		
setting/location		
time period		
history		
special effects		
outcome		

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10 Writing

A. 1. What kind of TV films do you enjoy? Why?

2. Are there categories of TV films that you are not interested in or you dislike? Which? Why?

3. Can you explain what is meant by “film genres”?

4. Read the text and find out.
- What are genres? How are they defined?
- How easy is it to classify TV films?
- Are there distinct and permanent categories? Why? Why not?

5. What are the distinguishing characteristics of different genres? Underline/highlight words/phrases or sentences that provide the answer.

action	**adventure**	**comedy**	**drama**	**animation**	**epics**
biopics	**detective**	**horror**	**war**	**Western**	**science fiction**

Main Genres of TV Films

Film genres are categories of films based on theme, setting, plots/stories, characters, and other specific features such as special effects, computer enhancement, animation, etc. There are major genres and subgenres. For example, adventure and action films are quite well-known and associated with popular heroes such as *Superman* or the *Rambo* sequels.

It is not always easy to classify films as they often combine elements of different genres. *Kung Fu Panda*, for instance, is an animated film which can also be categorized as an action film. This is the reason why some films are listed in different categories or a category that is more popular at a given time.

Film genres evolve through time. Action films featuring martial arts specialists and superhuman heroes used to be very popular over a decade ago. They still exist, but they seem to have lost their initial appeal. If a film includes action and is filmed in tropical settings, is it an action film or an adventure film? Would you say that *Madagascar* belongs to animation as a genre or comedy? Is it more of one or the other? And if so, which?

Detective films are developed around stories of criminal actions and include elements of mystery and suspense. Dramas, on the other hand, are serious films, portraying realistic life situations, character development, and interaction. They include a number of subcategories, e.g. melodramas, biographies, or “biopics.” Epics are usually costume dramas, historical dramas, or war dramas in extravagant settings with lavish costumes. They are sometimes a more spectacular version of a biopic film, such as *The Last Emperor*.

Horror films are designed and produced to frighten audiences. They are sometimes combined with science fiction when, for example, Earth is invaded by an alien monster. Science fiction films, on the other hand, are often visionary, with futuristic technology and extraordinary creatures from outer space. One of the most famous examples of this genre is *E.T.*

War films portray the horror and destruction of war and are often combined with documentary excerpts. They are also paired with other genres depending on the story, e.g. action, adventure, drama, comedy, etc. Finally, Westerns represent one of the oldest genres with easily recognizable plots, elements, and characters, including horses, dusty towns, Indians and cowboys, good and bad guys, a sheriff and deputies, etc. In other words, they follow a common formula which has been modified, developed, expanded, supplemented, and revisited over the years.

If you look up film genres in different sources, you will find that they share some categories but not others. Once again, this is quite natural, given the evolutionary nature of film genres and changing trends in popularity that reflect overall social and financial trends.

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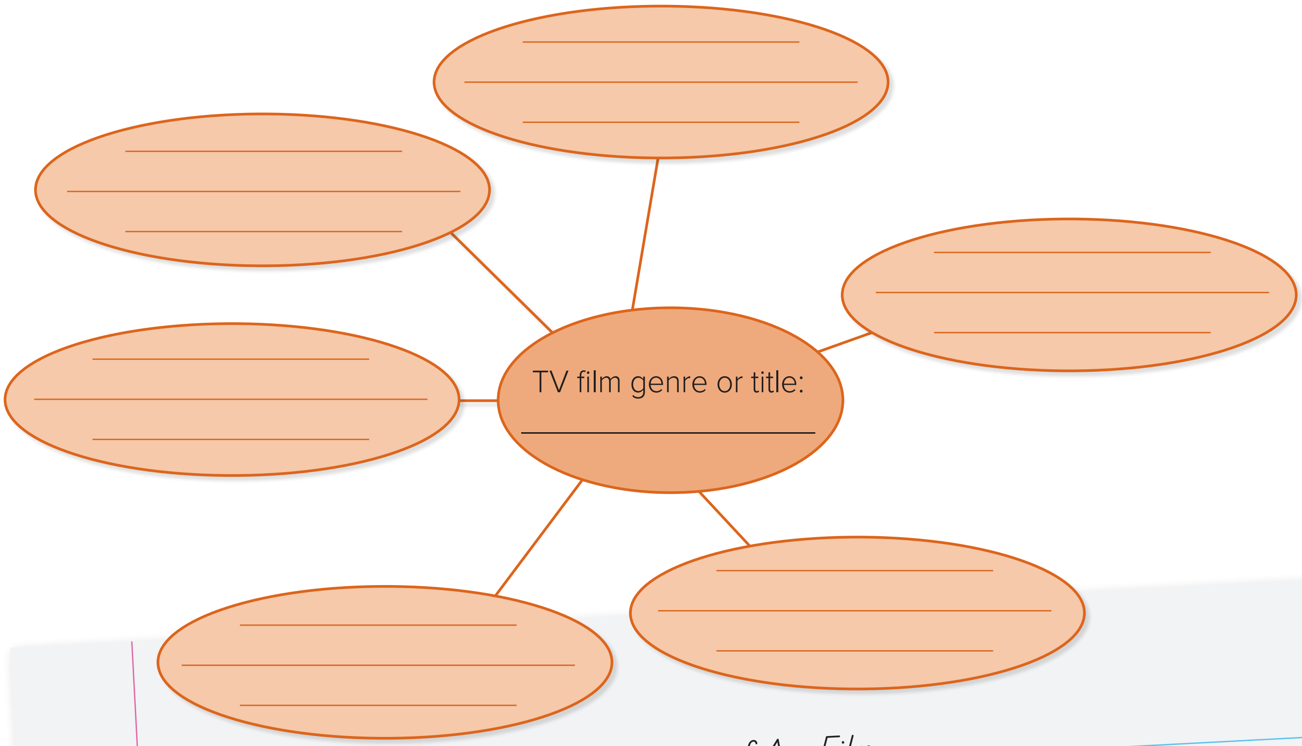
B. **1.** Think of a TV film genre that uses a formula (e.g. action, adventure, comedy, Western). Choose a particular TV film in this genre as an example.

2. Think about the different parts of the formula. Use a diagram to make notes.

3. Write an expository essay in which you reveal and explain the formula behind the film.



A Coming-of-Age Film

The Lion King is a coming-of-age film. Coming-of-age films focus on a young person's journey to adulthood, often both emotionally and physically. In these kinds of films there is usually a role model who helps teach the main character, and there is usually a test that the character must undergo. The Lion King is a good example of this kind of film because...

Writing Corner

When you write an expository essay:

- choose a specific area of a topic to focus on.
- think about your audience or readers.
- research and collect information from different sources.
- think of examples and comments made by others.
- you can use quotes, exchanges, and arguments from your sources.
- if necessary, you can present the information in three main sections:
  a. an introduction and thesis statement;
  b. a longer paragraph or a number of paragraphs presenting the information about different aspects or categories of the main topic;
  c. a closing paragraph.
- you are free to use different types of text, arguments, and material, including visuals.

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11 Form, Meaning and Function

Comparative and Superlative Forms of Adjectives

The Comparative

Use *more/less* + adjective, or adjective + *-er* to make the comparative.

Detective stories **are more/less popular than** stories about space travel.
Goldfish **are smaller than** clownfish.

Use words such as: *a little, slightly, much, a lot, considerably, definitely,* and *certainly* to express how much something differs, or to add emphasis.

Children's TV films are **considerably** better than they used to be.

Use *as+* adjective + *as* to compare things that are equal or similar.

Dora and the Lost City of Gold is **as good as** *Sonic the Hedgehog*.

Use *not as* + adjective + *as* to compare things that are different.

The Lion King and *Jurassic Park* are good TV films but **not as good as** *Star Wars*.

Use *the* + comparative, *the* + comparative to describe two actions. The second action happens as a result of the first.

The more I hear about the Giza Pyramids, **the more** I want to know.
The **harder** he works at speaking English, the **better** he becomes.

The Superlative

Use *the* + adjective + *-est* or *the most/least* + adjective to make the superlative.

The Nobel prize is **the most prestigious** award a scientist can win.
The company director agreed that it was **the least attractive** offer, but he was obliged to take it.

We can use the expression *by far* to add emphasis.

Pirates of the Caribbean is **by far** the best TV film of all.

A. Write sentences about the animals using comparative and superlative structures.

camel • cat • cheetah • donkey • eagle • elephant • goldfish • horse • ostrich • snake • tiger • lion

1. Both cheetahs and tigers are big cats.
Lions **are the biggest** of the cats.
The biggest tigers **are as big as** lions.
Cheetahs **are a lot smaller and more slender** in comparison.
The cheetah **is by far the fastest** land animal on Earth.

1. cheetah/tiger/lion
2. camel/donkey/horse/elephant
3. ostrich/eagle
4. bear/snake
5. Your own idea

B. Imagine you are a contestant on a TV Quiz show. Work with a partner. Ask and answer the questions.

1. What's the most widely spoken language?
2. What's the tallest mountain?
3. What's the largest desert?
4. What's the deepest ocean?
5. What's the most populated city?
6. What's the largest lake (by size)?
7. What's the hottest place?
8. What's the driest place?

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Words Connected with Space and the Planetary System: Part 2

Look at this information about the planets in our solar system:

Name of Planet	Distance from the Sun (km)	Radius (km)	Number of moons	Geographical Features or Special Facts
Mercury	57,909,227	2,440	None	rocky
Venus	108,209,475	6,052	None	rocky, high mountains, volcanoes, poisonous air
Earth	149,598,262	6,371	1	rocky, inhabited, mountains, volcanoes
Mars	227,943,824	3,390	2	rocky, mountains, volcanoes
Jupiter	778,340,821	69,911	68	cold, rings
Saturn	1,426,666,422	58,232	62	cold, rings
Uranus	2,870,658,186	25,362	27	cold, icy rings
Neptune	4,498,396,441	24,622	14	cold, icy rings

Note: Our Solar System used to be described as a group of nine planets, but scientists now consider Pluto to be a dwarf planet.

Irregular Comparative and Superlative Adjectives

In most cases we make comparative and superlative adjectives by adding **-er/-est**, or we use **more/most** or **less/least**. However, a small number of adjectives are irregular.

well (healthy) – better – the best
far (distance) —farther *or* further – the farthest *or* the furthest
old (people in a family) – older *or* elder – the oldest *or* the eldest
bad – worse – the worst **good –better – the best**

C. Use the chart above to find information about the planets. Choose the correct word to make true facts about our solar system.

Some planets are much bigger and farther away from the sun than others. Jupiter is by far the (1. **biggest / hottest**) and Mercury is the (2. **smallest / coldest**) in our solar system. Mars is (3. **closer / farther**) from the sun than Earth. Mercury is the (4. **closest / farthest**) planet to the sun. It is so (5. **close / far**) to the sun that if you stood on the surface of the planet, the sun would appear at least three times (6. **larger / smaller**) than it does on Earth.

Mercury, Venus, Earth and Mars are all rocky planets, but Earth is the only one that is (7. **inhabitable / uninhabitable**), which means that people, animals and plants live on it. Venus is only (8. **slightly / almost**) smaller than Earth and has many high mountains and volcanoes. Venus is so (9. **close / far**) to the sun that the land is (10. **hotter / colder**) than boiling water. Mars is a (11. **rocky / icy**) planet and is known as the Red Planet because of the red color of the planet's surface. Mars is (12. **almost / considerably)** half the size of Earth.

The four planets (13. **farthest / closest)** away from the sun are Jupiter, Saturn, Uranus and Neptune. They are very (14. **hot / cold)** and (15. **green / icy)** places. Jupiter has the (16**. least** / **most)** number of known moons. Jupiter's four (17. **largest / smallest)** moons were observed in 1610 by an Italian astronomer called Galileo Galilei. Saturn has the (18. **least / most)** spectacular ring system of all the planets. There are 7 rings made up of dust, rocks and ice. (19. **Most / More)** than 40 spacecraft have explored Saturn, but only one has visited Uranus and Neptune. Neptune is the (20. **farthest / closest)** from the sun and makes a complete orbit around the sun in about 165 Earth years.

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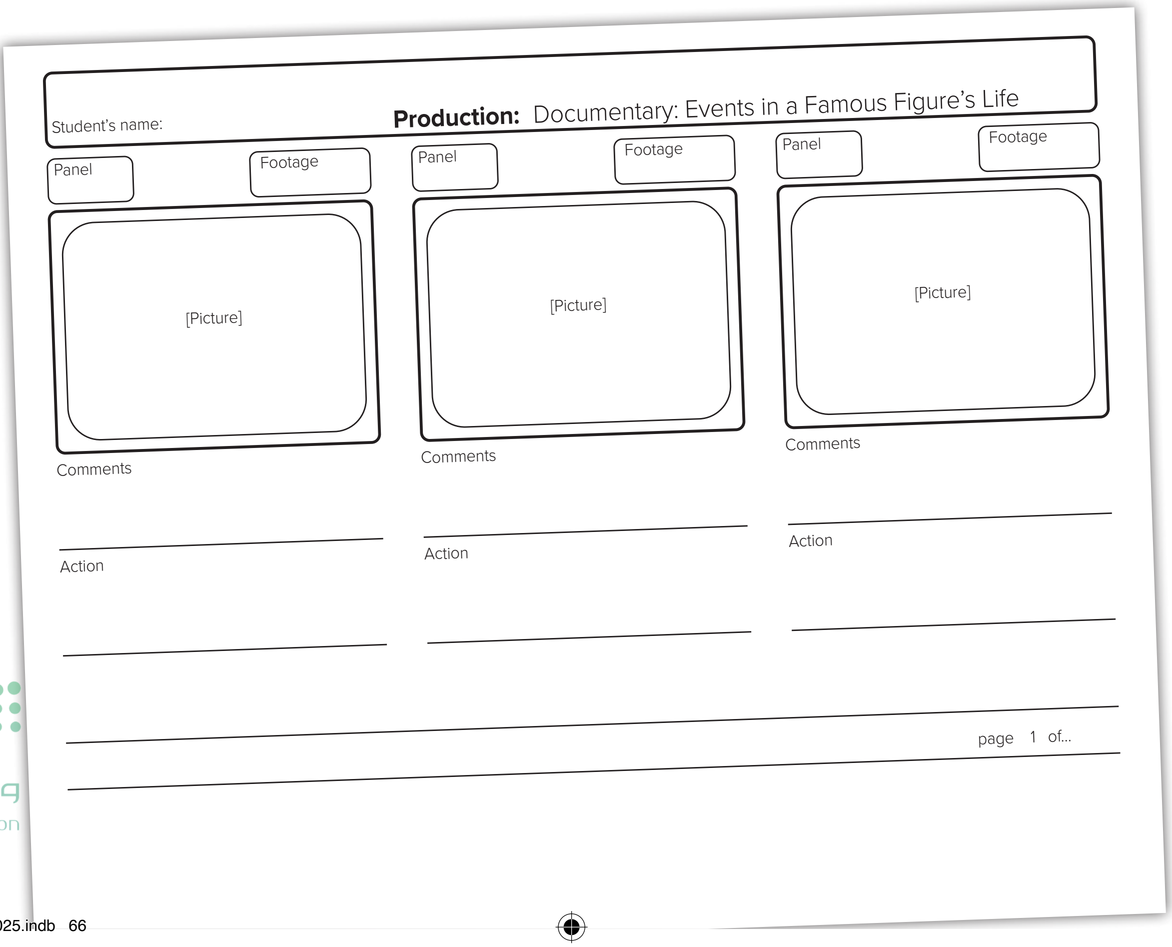
12 Project

1. When certain kinds of films such as documentaries are being planned/designed, a storyboard is created. A storyboard includes representative scenes with notes/comments. See the example below.
2. Think about the most important events and times of a famous figure's life that you can present in a documentary and make notes in the chart.

AGE	Important events and times
0 – 10	
11 – 15	
16 – 20	
Over 20	

3. Use the storyboard framework below. Write the script/commentary of the documentary under **Comments** and what will be happening in the scene under **Action**.
4. Use a large sheet of paper or cardboard to create a realistic storyboard. Draw and/or use photos or parts of photos and drawings for the scenes. Transfer your script and action notes onto the storyboard. You can write your notes by hand or word process them. Use a font that is easy to read. Present your storyboard in class.


Student's name:
Production: Documentary: Events in a Famous Figure's Life

Panel
Footage
[Picture]
Comments
Action

Panel
Footage
[Picture]
Comments
Action

Panel
Footage
[Picture]
Comments
Action

page 1 of...

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13 Self Reflection

Things that I liked about Unit 4:	Things that I didn't like very much:
______________________ ______________________	______________________ ______________________

Things that I found easy in Unit 4:	Things that I found difficult in Unit 4:
______________________ ______________________	______________________ ______________________

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about TV films and documentaries			
identify genres of TV films			
agree and disagree with opinions			
use *both…and*, *not only…but also*, *either…or*, *neither…nor*			
use independent clauses with *and*, *but*, *or*, *so*, and *yet*			
use comparative and superlative forms of adjectives			
talk more about space and the planets			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
______________________ ______________________ ______________________	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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5 Do You Really Need It?

1 Listen and Discuss

1. Do you think you are influenced by advertisements? Explain.
2. Describe an advertisement that you think is memorable or effective.

The BMX–3000 Sports Car

Introducing the new BMX–3000. Set yourself apart from the crowd with a car as modern and sophisticated as you are. The BMX–3000 has everything you ever dreamed of — speed, beauty, power, and performance. But be prepared for the attention: Wherever you go, people will watch and admire you and your BMX–3000. Wake up and get into the car of your dreams. Drive a BMX–3000, because you only live once.

FLORAL ESSENCE SHAMPOO

Put an end to dull, lifeless hair with Floral Essence Shampoo. Floral Essence contains 28 vitamins and minerals, so your hair will shine with health. Studies show that Floral Essence's exclusive new formula makes your hair twice as strong, while protecting your hair against the harmful effects of wind and sun. Use Floral Essence Shampoo for strong and healthy hair.

DYNEX
LAUNDRY DETERGENT

Trying to get rid of tough laundry stains can be frustrating. Luckily, there's Dynex Laundry Detergent. Dynex has 33 percent more cleaning power than the next leading brand. If Dynex won't work, nothing will! Yet, while Dynex is powerful enough to get out the worst stains, it is gentle enough to use with all your clothes. Give it a try and see the Dynex difference for yourself. Unless your clothes look their best, you won't feel your best.

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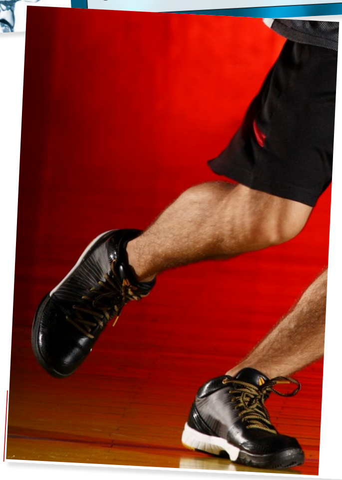
Crystal Spring Water

Crystal Spring: It's the clear choice.

When you drink Crystal Spring Water, you refresh your body with 100 percent all-natural spring water. Unless you like lots of artificial additives in your water, you'll love the pure, clean refreshment of Crystal Spring Water. Collected straight from a Swiss mountain spring, with nothing added and nothing changed, Crystal Spring is water the way nature intended it. And at Crystal Spring, we are committed to taking care of the environment. Our plastic bottles are 100 percent recyclable and use 50 percent less plastic. Drink Crystal Spring Water because it's good for your body and good for the environment.



PLANET MERCURY SNEAKERS

Until you put your feet in Planet Mercury sneakers, you won't know what they are capable of. With Planet Mercury's revolutionary new patented sneaker technology, you can run faster, jump higher, and perform better. Why settle for less when you can have the best? Take it from NBA star Derek Larkin, who says, "I wouldn't wear anything else on the court." Join the Planet Mercury generation. Don't let everyone else have all the fun.

Quick Check ☑

A. Vocabulary. Match each word with its definition.

1. _______ admire	**a.** meant or planned
2. _______ brand	**b.** causing big change
3. _______ exclusive	**c.** combination of ingredients
4. _______ formula	**d.** respect
5. _______ intended	**e.** having high-class tastes
6. _______ revolutionary	**f.** belonging only to one (company)
7. _______ sophisticated	**g.** the name that identifies a product or manufacturer

B. Comprehension. Answer the questions about the advertisements.

1. Which advertisement appeals to the reader's desire to be special?
2. Which advertisement appeals to the reader's desire to do what other people are doing?
3. Which advertisements use statistics to sell their products?
4. Which advertisements use famous people to sell their products?
5. Which advertisements do you think are most effective? Why?

2 Pair Work

Work with a partner to choose a product. Create an advertisement for the product and share it with the class.

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3 Grammar

Adverb Clauses

An adverb clause is a dependent clause. It begins with an adverb and is always linked to an independent clause.

Because the shoes were on sale, *I bought two pairs*.
(adverb clause) (independent clause)

Don't buy that dress **unless you really need it.**
(independent clause) (adverb clause)

Note: When an adverb clause begins the sentence, use a comma to separate it from the independent clause. When the adverb clause is at the end, do not use a comma.

Because, because of, since, and *now that* begin adverb clauses that give information about **reasons.**

They closed the store early, **since there were no customers.**

Because of must be followed by a noun (or noun phrase).

They went to the mall, **because of the sale.**

(In order) to and *so (that)* begin adverb clauses that give information about **purpose.**
(In order) to must be followed with the base form of the verb.

Advertisements use many techniques **in order to convince people to buy products.**

Clauses with *so (that)* usually include a modal.

I left my wallet at home, **so that I wouldn't be tempted to buy anything.**

If, even if, in case, only if, and *unless* begin adverb clauses that give information about **conditions.**

I'll write down my phone number **in case you need it.**

Use *if* to show that the condition affects the result. Use *even if* to show that it does not. Use the present tense with an *if*-clause, even if it refers to a future time.

We won't go to the picnic **if it rains.**
We're going to the picnic, **even if it rains.**

Where, wherever, and *everywhere* begin adverb clauses that give information about **place.**

He buys something **wherever he goes.**
The advertisements were placed **everywhere you could imagine.**

A. Match the main clauses and adverb clauses to form sentences. Use correct punctuation.

They patented their new formula so that no one else could use it.

1. They patented their new formula _c_
2. She can't use that brand of make-up ___
3. Even if you are in perfect health ___
4. I shop ___
5. I'll come to the picnic tomorrow ___
6. Since I started exercising ___

a. I feel so much more energetic
b. only if I finish my paper tonight
c. so that no one else could use it
d. because she's allergic to it
e. where I can get the best prices
f. you should have an annual checkup

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B. Complete each sentence with a word or phrase from the box. In some cases, more than one answer is possible.

because of	in order to	since	unless
even if	now that	so that	wherever

I'll give you a call while we're hiking *unless* I can't get a signal on my cell phone.

1. ______________ it rains tomorrow, the parade will still happen.
2. It is important to wear your seatbelt ______________ you don't get hurt in an accident.
3. People vote ______________ have an impact on their government.
4. The football game had to be canceled ______________ the heat.
5. ______________ he goes, his little brother follows him.
6. ______________ he's working in a prestigious law firm, he wears sophisticated clothes.

C. Combine each pair of sentences using the appropriate word or phrase in parentheses.

I'll buy an electronic book reader. I won't buy it if it's too expensive. (because / unless)
I'll buy an electronic book reader unless it's too expensive.

1. We're going to use a map. We have no idea how to get there. (since / so that)
2. A new leader has been elected. Things are starting to change. (unless / now that)
3. You get the flu shot. You can still get the flu. (even if / in order to)
4. She takes her electronic dictionary with her. She takes it to each place she goes. (unless / wherever)
5. You want to go to a top university. You must have excellent grades. (because of / if)
6. I'd be happy to keep you company. You might want to be alone. (unless / if)
7. The game was canceled. The rain was the reason. (only if / because of)
8. Keep in touch. I want to know how you are doing. (so that / even if)

D. Complete the sentences with your own ideas.

1. **...**now that I have more time.
2. Global warming will continue unless**...**
3. If I found my best friend's journal,**...**
4. **...**in case you need help.
5. Wherever you go these days,**...**
6. Unless you have a passport,**...**

E. Look at the TV commercial for toothpaste. Imagine what the man is saying. Write a script for the commercial, using some of the words from the box.

If you want sparkling, white teeth, try Sparkle Bright toothpaste.

because	in case	so that
because of	in order to	unless
even if	now that	where
everywhere	only if	wherever
if	since	

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4 Conversation

Farah: Wow! Look at all those bags! I wouldn't buy any more if I were you. I think you're going to regret spending so much money today. You bought four sweaters, three dresses, and two pairs of shoes.

Amal: Actually, I bought three pairs of shoes. But don't worry. I'm not buying another thing. I don't think I could carry anything else. And anyway, after all this shopping, I'm officially broke.

Farah: Let's go so that you're not tempted to buy anything else. Hey, where are you going?

Amal: Look at this gorgeous sweater!

Farah: Amal! Didn't you just say you weren't going to buy another thing?

Amal: Yeah, but now I'm not so sure. I hardly have any red sweaters, and this one is adorable.

Farah: I thought you were broke. I would just walk away from it if I were you.

Amal: Well, I do have my credit card.

Farah: I don't think using your credit card is a good idea. Think carefully about it before you blow more money on more clothes.

Amal: You're right. I'd better not max out my credit card. OK. I'm going to show some self-control. If I stay here another minute or two, I'll break down and buy it. So quick—let's beat it.

About the Conversation

1. Where are Farah and Amal? How do you know?

2. What is Farah trying to convince Amal not to do? Why?

3. What does Amal change her mind about in the conversation?

Real Talk

broke = out of money
blow = waste money
max out = spend up to the limit
beat it = leave quickly

Your Turn

Role-play with a partner. Imagine that you are about to do something that is enjoyable, but probably isn't a good idea, such as spending a lot of money on clothes, taking a nap when you should be studying, or eating a second helping of dessert. Your partner will try to convince you not to do it, using the phrases for advising against something.

Advising Against Something

Are you sure you want to do that?
I don't think that's a good idea.
I wouldn't do that if I were you.
I'm afraid you're going to regret it if you...
You should think carefully before you...

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5 Listening

Listen to the lecture about advertising techniques. Then identify the kind of technique each product uses.

		Advertising Technique
1.	Sparkle Bright toothpaste	
2.	Dew Top cola	
3.	Indigo jeans	
4.	Caremark cards	
5.	Safe Home alarm systems	

6 Pronunciation

The word ***to*** has different pronunciations. Before consonants, ***to*** is generally pronounced /tʊ/, like the first sound in the word ***tug***. Before vowels, ***to*** is generally pronounced /tuː/ like the word ***two***. Listen and practice.

1. Good morning and welcome **to** Advertising 101.
2. You are here today because you want **to** learn the secrets behind how advertisers sell **to** consumers.
3. Because viewers admire and want **to** be like the person, they may want **to** use the product.
4. The advertiser tries **to** get the viewer **to** respond **to** the commercial with some kind of strong emotion.
5. The advertiser wants the consumer **to** associate the product with the emotion.

7 Vocabulary Building

A. You will see the following words in the reading on pages 74 and 75. Match the words with their meanings.

1. ______ consumer
2. ______ exposed
3. ______ logo
4. ______ outlandish
5. ______ spontaneously
6. ______ unconventional

a. shockingly strange or unexpected
b. design symbol of a business or product
c. without planning
d. different from what is typically expected
e. a person who buys things or services
f. left unprotected

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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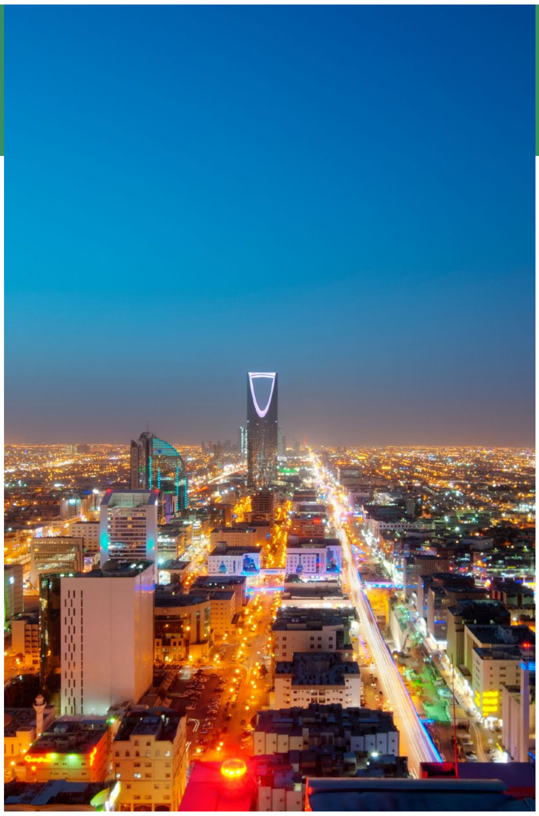

8 Reading

Before Reading

Make a list of all the places you see ads in your everyday life. How many ads do you think you are exposed to in an average day?

ADS EVERYWHERE: *Do You "Buy" It?*

For most people, it is virtually impossible to go through the day without seeing advertisements. From the time we wake up and flip on the TV or check our email, we are surrounded by advertisements. They are in magazines, on buses, on billboards, online, and on buildings, to name just a few of the places we see them throughout the day. According to a recent study, the average person is exposed to between 400 and 600 advertisements each day. This means that by the time we are 60, we will have been exposed to 9 to 13 million advertisements!

In the past, advertisements were usually designed to reach people in their homes through traditional approaches, like TV commercials and newspaper and magazine ads. However, people's viewing habits have changed dramatically in the last couple of decades. These days, people are less likely to give one form of media their full attention. For example, even if someone is watching TV, they are also often using the Internet at the same time. Advertisers need the consumer's attention in order to promote their products. But because getting this attention is harder than it used to be, advertisers have been forced to find new ways of reaching the consumer.

One unconventional place advertisements are popping up is in doctors' offices. In some doctors' offices, pharmaceutical companies advertise products on everything from boxes of tissues to the paper covering the exam table. Doctors get free products, and the advertisers get the consumers', attention. Similarly, advertisements are becoming more common in schools. "Free" products such as book covers and educational posters are offered by companies so that the company can advertise on these materials. In the U.S., a company called Channel One broadcasts a ten-minute news program followed by two minutes of commercials each day in 350,000 schools. Because the schools show these news programs, the companies give them thousands of dollars worth of much needed audiovisual equipment.

Advertisers have found that one of the best ways to get consumer attention is to place ads in unusual places. So, ads are popping up in all kinds of unexpected places like pizza boxes, grocery carts, air sickness bags on airplanes, and even on pieces of food like bananas and apples. A television network recently imprinted its logo on 35 million eggs. They called the approach "egg-vertisements."

One of the strangest developments in advertising has been people selling advertising space on themselves! This mini-trend began in 2005 when a man offered his face for advertising to the highest bidder on eBay. A pharmaceutical company won the spot, paying the man $37,375 to place a temporary sticker on his forehead to advertise one of their products. He may have been the first to offer such an unusual exchange, but he was not the last.

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Perhaps the sneakiest form of advertising is called *buzz marketing*. This involves a company hiring people to create excitement about a product. In exchange for free products or money, these people pretend to talk about the product spontaneously in everyday settings to people they meet in their daily lives. Sometimes professional actors are even hired to pose as users of the product. If the technique is done correctly, the consumers do not even know that they were the target of buzz marketing. Lately, buzz marketing has been spreading to chat rooms, Internet forums, and blogs.

Wherever we go, advertisements seem to follow. Unless you're reading this article on a desert island, there's probably an advertisement close by. And there seems to be no limit to the lengths advertisers will go to in order to catch our attention. In the years ahead, we can expect advertisers to come up with even more creative, surprising, and outlandish forms of advertising in their ongoing efforts to grab our attention—and our wallets!

After Reading

1. How many advertisements is the average person exposed to each day?
2. What are traditional advertising approaches?
3. What does the author of the article consider to be one of the strangest developments in advertising?
4. What does the author consider to be the sneakiest form of advertising?

9 Speaking

1. Work in pairs/groups. Think about advertising that is used to address adults, teenagers, and young children in your country. Decide on 2-3 products and/or services for each age group. Which advertisements are more memorable, in your view?
2. Talk about the slogans, images, and methods/techniques used in these advertisements and make notes in the chart. Then use your notes to discuss your ideas in class.

Target group	Product/service 1	Product/service 2	Method/technique
Adults			
Teenagers			
Young children			

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10 Writing

A. 1. Do you enjoy writing by hand? Why? Why not?

2. Do you think handwriting is a useful skill? Why? Why not?

3. Read the text and find out.

- What does handwriting involve?
- Why are some people not keen on writing by hand?
- What can specialists find out about someone through his or her handwriting?
- Why is word-processing popular?
- Which types of tests are mentioned? What is the difference between them?
- What is the writer's viewpoint on the issue? Do you agree or disagree? Why?

Is handwriting obsolete?

Handwriting involves forming letters with a writing implement. Proper handwriting, i.e. cursive writing, normally requires formal training that is still in place in some schools. Naturally, at initial literacy levels young learners are trained to manipulate a writing implement and develop their eye-hand coordination so they can form letters.

As learners get older, however, they are more reluctant to write. One of the reasons mentioned is the fact that most people word-process, making handwriting unnecessary. Even older adults that used to have a distinct handwriting style often claim to have lost the ability to write smoothly and evenly. So is handwriting obsolete? Should we forget about it?

Handwriting has been a very distinct identifying feature. It represents the writer in more ways than one. Graphologists analyze handwriting to determine character traits, gender, personality, and emotional state or to authenticate documents. Allowing it to truly become obsolete would remove an identity marker that has been regarded quite highly in historical and personal terms. Handwritten notes of prominent authors are coveted by collectors, who will often pay exorbitant amounts to possess them.

On the other hand, most of us will invariably use a computer when we write. It is fast and efficient, and it makes editing so much easier. You can delete, copy, paste, and store versions of your work throughout stages of editing for later reference; you can spell-check and search for words or alternative expressions. Compared to all these advantages, handwriting seems so restricting and restricted that most computer literate people limit it to scribbling notes for someone or filling in forms that are not available in electronic form.

Tests, you might argue, require handwriting. Some do and some are computer-based; it is true, however, that a substantial number of pen and paper tests require writing by hand within a set time limit. "Rusty" handwriting is likely to affect the final score.

Overall, there seems to be some resistance to the total and unbroken hegemony of the computer, indicating that people do not want to become totally reliant on it. They are keen to hang on to some of the more tangible aspects of literate life that can be manipulated and accessed without the help of a device, such as reading books or writing by hand.

In view of the above, we would have to consider a more inclusive standpoint that allows us to exploit technological advances, while maintaining the ability to write with a simple implement on a surface for someone to read. Being able to record ideas, information, and messages in a self-sufficient and independent manner allows us to control the action itself and continue being masters of our expression.

4. Read the text again and identify:

- thesis statements
- supporting statements

5. What are some of the differences between this text and an expository essay?

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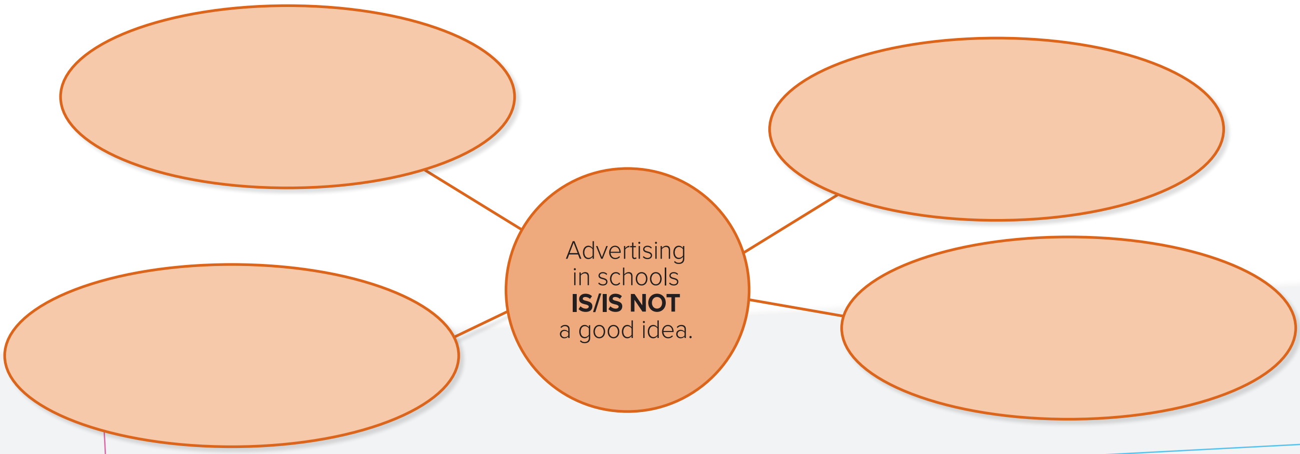
B. **1.** Decide whether or not you support advertising in schools.

2. Think about reasons why advertising in schools is a good or bad idea. Use an organizer to write down your ideas.

3. Write a letter to your local newspaper about this topic, trying to convince the reader that your view is correct.



Dear Editor,

In response to last week's article about the rights and wrongs of advertising in schools, I am writing to give you my opinion on why I think it is a positive thing.

First of all, having adverts in and around the school gives teachers the opportunity to teach students about the field of marketing and advertising ....

Moreover, ...

To sum up, ...

Writing Corner

When you write a letter to communicate your opinion and feelings on a controversial topic:

- start with an appropriate greeting: *Dear Editor, Dear Sir or Madam, Dear Mr. Jones.*
- state clearly the reason why you are writing and give your general opinion on the topic.
- state your reasons for your opinion by giving reasons and/or examples.
- organize your reasons into clear paragraphs. Each paragraph should start with a sentence which gives the main reason (topic sentence). The paragraph should then be developed in such a way that you support the topic sentence with more details and examples.
- use connectors to list your main reasons: *Moreover, ...; In addition, ...; Additionally, ...; What's more, ...; Last but not least, ...* and so on.
- to express your opinion, uses phrases such as: *In my opinion, ...; From my point of view, ...; As far as I'm concerned, ...; I strongly believe that, ...*
- ask yourself what objections your readers might have to your ideas and use phrases to express a general opinion such as: *Most people think that ...; Everyone knows that ...; Most people support/oppose the idea...*
- select features and benefits that you can present to overcome these objections.
- do not forget to write a conclusion carefully, going back to your initial thesis statement and summarizing your facts/arguments. Use phrases such as: *To sum up, ...; In conclusion, ...; To conclude, ...* and so on.

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11 Form, Meaning and Function

Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

Present Facts

Use the *simple present tense* in both clauses.

Our bottles are recyclable. **If** you **drink** Crystal Spring water, not only do you **feel** more energetic but you **help** the environment.

Future Facts

Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause.

If you **drive** the BMX-3000, people **will notice** and **admire** you.
If you **have** dull and lifeless hair, Floral Essence shampoo **will make** it healthy and shiny.
You **won't feel** your best, if your clothes **don't look** their best.

May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If you haven't yet worn Planet Mercury sneakers, you **may** not **be** performing to your best ability. Put your feet in them today to see what you can do!

I'd Rather/I'd Prefer

Use *I'd rather* (= *I would rather*) to talk about preferences.

A: Would you prefer to go shopping or stay home?
B: **I'd rather** go shopping.
A: **I'd prefer** to stay home. I don't want to spend all my money.

A. Complete the sentences about facts. Use the simple present or *will* in the second clause.

1. If you __________ (heat) water to 100°C, it __________ (boil).
2. If they __________ (climb) up to 4,000 meters, they __________ (need) oxygen.
3. Unless you __________ (stop) spending, you __________ (be) completely broke before the end of the month.

B. Work with a partner. Say what happens, will happen, or might happen in the following situations.

1. If children see a lot of toy commercials on TV, ______________________________.
2. If there is a sale at my favorite store, ______________________________.
3. If I leave my wallet or cell phone at home, ______________________________.
4. If you get top marks at school, ______________________________.
5. If I see an advertisement on TV, ______________________________.
6. Your idea: ______________________________.

C. Work with a partner. Ask and answer. Would you rather buy clothes online or at the mall? Why?

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Words Connected with Shopping Habits

Some words connected with different ways of shopping are:

Shopping Mall	Small Stores	Online Shopping
wide range of products	friendly service	convenient
discounts	neighborhood	door-to-door delivery
food courts	helpful staff	fast
entertainment	appealing atmosphere	wide range of products
luxury	convenient location	pay by card

Small, **neighborhood** stores offer a **friendly**, personal **service**.
Luxurious shopping malls provide **entertainment, food** and good **discounts** on products.
Online shopping is becoming more and more popular as it's **convenient, fast** and you can **pay by** credit **card.**

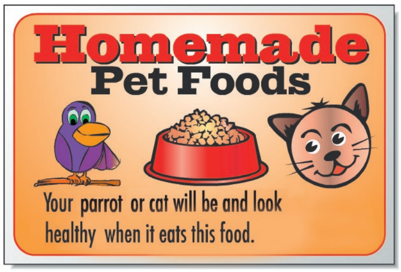
Conditional Sentences with *When* and *Unless*

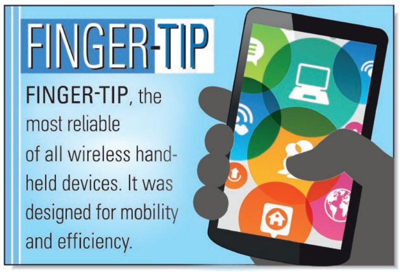
Use ***when*** in place of ***if*** to talk about general truths. Use the present tense in both clauses.
When you **press** the button, the washing machine **turns** off.
When water reaches 100 °C, it **boils**.

You can use the word ***unless*** in place of ***if*** in negative sentences.
Unless I study hard, I **won't get** top marks.
Unless you exercise, you probably **won't lose** weight.
Unless you study harder, you **will fail** the test.

D. Read the advertisements. Work with a partner and persuade him or her to buy the product. Use sentences with ***when***, ***if*** and ***unless***

When you brush your teeth with *Sparkle* toothpaste, your teeth will be cleaner and brighter. **If** you buy this toothpaste, your teeth will look great. **If** you don't buy this toothpaste, you might need to visit the dentist. **Unless** you buy this toothpaste, your teeth will look terrible.





E. Work with a partner. Talk about your preferences and give some reasons. Use conditional sentences in the present or future.

I'd prefer to go the mall. If we go to the mall, we can also have lunch in the restaurant.

1. local store/the mall
2. e-learning/classroom
3. get a job/go to college
4. buy a motorbike/buy a car
5. visit Dubai/Muscat

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12 Project

1. Work in pairs/groups. Think about the advertisements that you see, watch, or hear every day. They can be billboards, advertisements in magazines or newspapers, TV commercials, radio advertisements, leaflets, stickers, etc.
2. Choose one that you think is beneficial and helpful to people.
3. Discuss and identify the product or service that is being advertised, the target group, the text/script or slogan that is being used, the image, and the message that the advertisement is trying to get across. Make notes in the chart.
4. Create a new advertisement for the product. Use a different medium. If for example, you have chosen a magazine advertisement, you might want to develop a TV advertisement for the same product or service. Use your notes to help you.
5. If you decide to create a TV advertisement, remember to make a storyboard. If, on the other hand, you have decided to create a radio advertisement with people talking to each other, remember to write a script. Finally, if you decide to design a magazine or billboard advertisement, make sure you prepare a sample with photos, colors, special fonts, etc.
6. Role-play. Take on the roles of advertising teams and clients (company executives of the product or service). Each advertising team has to present their new advertisement to the clients in a convincing manner so they can persuade them to agree to it.

Product/service: ________	Existing advertisement	New advertisement
The medium	Billboard Radio Magazine TV Newspaper Other: ________	Billboard Radio Magazine TV Newspaper Other: ________
The target group		
The text/script or slogan		
The image/design		
The message		
Special features/details		

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13 Self Reflection

Things that I liked about Unit 5:	Things that I didn't like very much:

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
evaluate and discuss the influence of advertising			
create an advertisement for a product			
advise someone against something			
use adverb clauses			
use conditional sentences with present and future forms			
use *may* and *might* to speculate about the future			
talk about preferences using: *I'd rather* and *I'd prefer*			
talk about shopping habits			
use conditional sentences with *when* and *unless*			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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6 The Gender Divide

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1 Listen and Discuss

1. In what ways do you think men and women behave differently?
2. In what ways do you think their behavior is similar?
3. Do you think there are more similarities or differences?

Do you think you know a lot about men and women?
Answer *True* or *False* for these statements.
Then check your answers with the results of gender studies.

1. Women talk more than men.	True	False
2. Women tend to worry more than men.	True	False
3. Men are more truthful than women.	True	False
4. Men are more easily bored than women.	True	False
5. Women have a greater tolerance for pain.	True	False
6. Women live longer than men.	True	False

Sandy: I think women talk much more than men.

Amal: That's just a stereotype. Though I do think women talk more than men about certain things.

Sandy: Like what?

Amal: Women like to talk about their feelings, but men usually don't.

Sandy: Men'd rather talk about sports. Or cars.

Amal: Typical!

1. The common stereotype that women talk more than men is wrong. In fact, recent research shows that there is very little gender difference in how much people speak. Some research suggests that men tend to speak more than women in formal settings, and that women speak more in informal situations. One study revealed that women speak an average of about 16,000 words a day, and men do too.
2. Studies show that women worry more frequently than men. This may be due to the fact that women's brains produce less of a brain chemical called COMT, which controls anxiety. Having less of this chemical can make it harder for a person to stop worrying.
3. Women lie frequently, and men do too. However, research shows that women and men tend to lie about different things. Women are more likely to lie in order to try to not hurt a person's feelings. They are also more likely to lie to try to avoid a conflict. However, you are more likely to be told a lie by a man for a different reason. Men more often lie in order to make themselves seem more impressive.
4. Studies show that men have more restless temperaments than women. For example, women seem to have a capacity to adjust to repetitive tasks, but men don't. They dislike being asked to do such tasks and are less likely to successfully complete them. It is speculated that women do better in these situations because they have a greater ability to keep their thoughts and imagination active, even during tedious activities.

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5. Many people assume that since women have babies, and men don't, women probably have a greater ability to deal with pain. However, the research seems to indicate that, due to their body chemistry, women actually have lower tolerance for pain. During recovery after surgery, women tend to experience pain with greater frequency and intensity than men do.
6. Women outlive men all around the world, sometimes by an average of as much as 10 years. For example, in the U.S., the average life expectancy is about 79 for women, but only 72 for men. The gap is largest among people who live to be 100 or older. Worldwide among people 100 or older, women outnumber men 9 to 1.

Answers:
1. False; **2.** True; **3.** False; **4.** True; **5.** False; **6.** True

Quick Check ☑

A. Vocabulary. Complete each sentence with a word from the box.

anxiety	gender	repetitive	stereotype	temperament
capacity	intensity	restless	tedious	

1. The ___________ that blond-haired people are not smart is ridiculous.
2. We were bored and ___________, so we decided to find something to do.
3. That film is very ___________. It shows the same place over and over.
4. I always feel overwhelming ___________ the night before a test.
5. The ___________ of the thunderstorm made the animals nervous.
6. Some people believe that animals have the ___________ to feel the same emotions that humans do.
7. Luisa has a lovely ___________. She's always happy and smiling.
8. Finding sources for an essay can be a time-consuming and ___________ task.
9. The ___________ of an animal often has a specific name; for example, a male horse is a stallion and a female horse is a mare.

B. Comprehension. Answer the questions.

1. In what types of settings do women tend to speak more?
2. What causes women to worry more than men?
3. What things do women tend to lie about? What things do men tend to lie about?
4. What might explain women's ability to deal with repetitive tasks better than men?
5. Which gender has the longer life expectancy? Give an example.

2 Pair Work

Work with a partner to think of another common stereotype about people. Decide whether you think the stereotype is true or false. After class, do research to confirm whether your decision was correct.

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3 Grammar

Verbs + Infinitives or Gerunds with Different Meanings

Some verbs can be followed by either a gerund or an infinitive, but the verb + gerund and the verb + infinitive have different meanings. These verbs are *remember, forget, regret, stop,* and *try.*

He always **remembers to send** his grandparents a gift on special holidays. (**remember** + *infinitive* = remember to do a task)
He **remembers sending** gifts last year. (**remember** + *gerund* = remember having done something in the past)

She sometimes **forgets to call**. (**forget** + *infinitive* = not remember to do a task)
She sometimes **forgets calling**. (**forget** + *gerund* = not remember having done something in the past)

I **regret to tell** you that I have a secret. (**regret** + *infinitive* = wish it were not necessary to do something)
I **regret telling** you my secret. (**regret** + *gerund* = wish it were possible to undo something done in the past)

We **stopped to watch** the sunset. (**stop** + *infinitive* = stop doing something in order to do something else)
We **stopped watching** the sunset. (**stop** + *gerund* = stop doing something)

I **tried to reach** them, but they didn't answer the phone. (**try** + *infinitive* = make an attempt to do something)
I **tried reaching** them by email. (**try** + *gerund* = try a specific method to reach a goal)

Passive Forms of Infinitives and Gerunds

The passive form of an infinitive is: *to* + *be* + past participle.

Everybody wants **to be respected** by somebody.

The passive form of a gerund is *being* + past participle.

Being asked to settle an argument can be awkward.

Auxiliary Verbs after *But* and *And*

When an addition is made to a statement with *but* or *and*, often the main verb is not repeated. Instead, it is replaced with an auxiliary verb.

but + subject + auxiliary

My sister isn't good at remembering special occasions, **but my mother is**.

John doesn't get frustrated easily, **but Sam does**.

and + subject + auxiliary + *too* (for positive sentences) or *either* (for negative sentences)

He enjoys outdoor activities, **and his son does too**.

We don't like going for walks in this heat, **and he doesn't either**.

A. Circle the correct form in each sentence.

1. Did you remember (to shut / shutting) the window before it started raining?
2. He stopped (to play / playing) football after he hurt his knee.
3. If you haven't been able to get an answer from the boss on the phone, maybe you should try (to send / sending) him an email.
4. He'll never forget (to score / scoring) that goal in the last minutes of the game.
5. Don't forget (to email / emailing) me the photos.
6. We regret (to inform / informing) you that your application has been declined.

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B. Answer the questions about yourself.

What is something you once did that you have stopped doing?
I have stopped biting my nails when I'm nervous.

1. What is something you remember doing often when you were a child?
2. What is something you forgot to do recently?
3. What is something you tried to do, but were not able to do?
4. What is something you will never forget doing?
5. What is something you try to remember to do each day?
6. What is something you regret doing?

C. Rewrite each sentence as a passive sentence.

The job candidate didn't expect the human resource manager to criticize him so harshly.
The job candidate didn't expect to be criticized so harshly.

1. You need to take out the trash.
2. He expects the manager to promote him soon.
3. I remember my father reading to me when I was a child.
4. He waited for his boss to invite him to sit down.
5. The mechanic needs to repair the car.
6. Many celebrities enjoy having photographers take their picture.

D. Complete each sentence with names of classmates and the appropriate auxiliary verb. When appropriate, use ***too*** or ***either*** after the auxiliary verb.

Don often volunteers in class, and *Alex does too.*

1. ____________ lives close to school, but ______________________________.
2. ____________ was in school yesterday, and ______________________________.
3. ____________ is wearing blue today, but ______________________________.
4. ____________ never comes to class late, and ______________________________.

E. Read about Abdullah and Faris. Then describe the similarities and differences between Abdullah and Faris, using auxiliary verbs after ***but*** or ***and***.

Faris plays football, and Abdullah does too.

FARIS
Likes: comedy shows, Indian food, football, relaxing on the beach
Dislikes: coffee, video games, waking up early, hiking

ABDULLAH
Likes: game shows, Indian food, football, waking up early, hiking, video games
Dislikes: coffee, the beach, comedy shows

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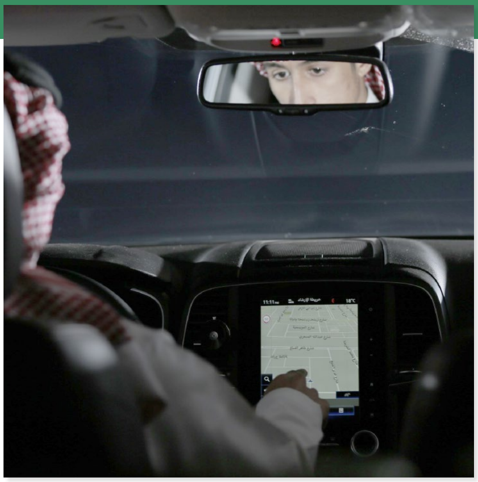
4 Conversation



Fahd: I don't know why Google Maps can't find Lakeside Drive. I think we'd better stop and ask directions.

Faisal: Don't worry. I'm sure I can find it. Let's try going this way.

Fahd: I think we're lost. Look. There's a gas station. Let's pull over and ask someone.

Faisal: Oh, all right.

Attendant: You look lost.

Fahd: You can say that again. We're looking for Lakeside Drive.

Attendant: I know this town like the back of my hand, and I can tell you that there's no street by that name. Do you mean Riverside Drive?

Faisal: Oh, yeah! That must be it. I just got the street name wrong.

Fahd: Can you tell us how to get there?

Attendant: It's not far. It's just over on the other side of town. You need to turn left out of here. Then go straight for a couple of miles. Keep going until you see an ice-cream shop. If you pass Town Hall, you've gone too far. Take the first left after the ice-cream shop and you'll be on Riverside Drive.

Faisal & Fahd: Thanks!

Fahd: I guess it's a good thing I suggested we stop for directions. We would have been driving in circles for ages.

Faisal: Don't make a big deal about it. I'm sure I would have figured it out eventually.

Real Talk

You can say that again. = I agree with you completely.
know (something) like the back of my hand = know something very well
over = used to emphasize location
for ages = for a very long time
make a big deal about = make something small seem very important

About the Conversation

1. How do Faisal and Fahd react differently to being lost?
2. Why couldn't they find the street they were looking for?
3. How does each of them feel about having stopped to get directions?

Your Turn

Role-play with a partner. Ask your partner how to get to his or her home (or some other destination) from school. Your partner will give you directions. Use phrases from the box.

Asking for Directions	Giving Directions
Am I headed in the right direction? Can you tell me how to get to…? I'm looking for…	Go straight on…until you get to a… If you see a…you've gone too far. Keep going until you come to a (crosswalk/set of traffic lights). Take a left/right after the (first, second, etc.) set of traffic lights. When you get to…you'll see a…

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5 Listening

Listen to the morning news show discussion about the different strategies used by new and experienced drivers. Then answer ***true*** or ***false***. If the sentence is false, rewrite it with the correct information.

1. ______ Kevin Shields is the host of the show.
2. ______ The book they are discussing was written a long time ago.
3. ______ New and experienced drivers use different driving strategies.
4. ______ Experienced drivers seem to be better able to deal with difficult situations.
5. ______ Older drivers' reflexes are as fast as younger drivers' reflexes.
6. ______ New drivers tend to get more stressed and frightened when dealing with a dangerous situation.
7. ______ Experienced drivers normally have lower insurance premiums than new drivers.

6 Pronunciation

Tag questions are short questions added to the ends of sentences. If the tag question uses rising intonation, the speaker isn't sure of the statement and is looking for information. If the tag question uses falling intonation, the speaker is sure of the statement and is expecting confirmation.

Listen and repeat. Then check whether the sentence has rising or falling intonation.

	Rising Intonation	Falling Intonation
1. So this means that experienced drivers have better reflexes, doesn't it?	☐	☐
2. So then it seems neither group has a total advantage in such cases, do they?	☐	☐
3. That's true, isn't it?	☐	☐
4. That's a bit unfair for new drivers, isn't it?	☐	☐
5. So each group is the better driver in their own way, aren't they?	☐	☐

7 Vocabulary Building

A. You will see these words in the reading on pages 88 and 89. Match the words with their meanings.

1. ______ content	**a.** of or relating to women or girls
2. ______ convey	**b.** observe an incident
3. ______ feminine	**c.** emotionally close
4. ______ intimate	**d.** subject matter
5. ______ literal	**e.** communicate by statement or suggestion
6. ______ masculine	**f.** category or type of living thing
7. ______ species	**g.** concerned with facts only
8. ______ witness	**h.** of or relating to men or boys

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

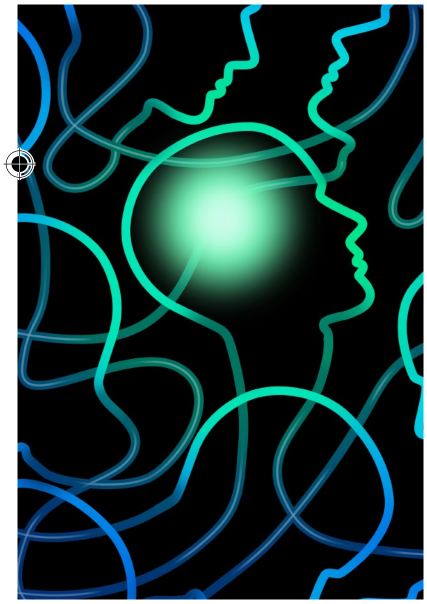
Before Reading

In what ways do you think men and women communicate differently?

Do Men and Women Speak the Same Language?

The difference in the ways that men and women communicate has been the subject of countless books, magazine articles, talk show discussions, and jokes. These differences can sometimes make men and women seem mysterious to each other, and can occasionally make communication difficult and confusing. People often jokingly say that men and women are from different planets or that they are different species. But just what *are* these communication differences and what is their cause?

One basic reason men and women have such different ways of communicating is that they see the purpose of communication differently. Research shows that women use communication as a way of growing closer to people and establishing intimate relationships. Women tend to use language to share thoughts and feelings, and to be supportive. Meanwhile, men tend to see the goal of communication as accomplishing a task. Men most often use language to persuade, argue, convey facts, and demonstrate knowledge.



Although men do not tend to use communication to achieve closeness, they have their own way of bonding. In one study, 75 percent of the men surveyed said that their most meaningful experiences with friends came not through talking, but through shared activities. In a related study, researchers found that fathers tend to show affection to sons by helping them with tasks and challenges. Javier Morales's experiences certainly support this idea. Says Morales, "My dad and I are really close, but I wouldn't say we talk very much. We spend a lot of time together doing things. We spent all of last Saturday repairing my car, and this week we're going hiking together. My dad and I have a deep bond. Just because we're not talking doesn't mean we're not sharing important time together."

The content of what males and females talk about tends to be different as well. Researcher Deborah Tannen has found that while feminine talk tends to focus on feelings, relationships, and people, masculine talk tends to focus on sports, the economy, and facts.

Women talk to explore problems, but men do not. Instead, men talk to fix problems. This can sometimes cause problems in communication. Janet West, a freshman in college, remembers encountering this issue recently. "I told my brother Derek about a problem I was having with my studies. He immediately came up with possible solutions to the problem. Being told how to fix the problem was kind of frustrating because it wasn't what I was looking for. I asked him to stop trying to fix the problem and try talking with me about it instead. He seemed completely confused and said, 'Why bother talking about a problem unless you're trying to find a solution to it?'"

Another way in which men and women differ is in the way they listen. Research has shown that men tend to place all of their attention on one thing at a time, but women do not. Instead, women commonly divide their attention between a number of things at once and make connections between these different things. Since this comes so easily to women, they are sometimes frustrated when men struggle to do this. For example, a common complaint among women is that when a man is watching television, he often doesn't hear a question asked by the person sitting right beside him. Sakura Kumi has witnessed this many times in her house. Sakura says, "My mother used to get so frustrated trying to get my father's attention while he was watching TV, and I did too. So she got into the habit of standing in front of the TV and saying, 'Hiroshi, I'm about to ask you a question.' It's become sort of a family joke."

Research has shown that these communication differences can be partially explained by the different ways in which the male and female brains are structured and wired. For example, the left side of the brain, where logic and literal thinking are processed, tends to be stronger in men. Meanwhile, women tend to think with the right side, which is where comprehension is processed. The female brain also has more connections between the right and left sides, so their thought process is likely to be more complex.

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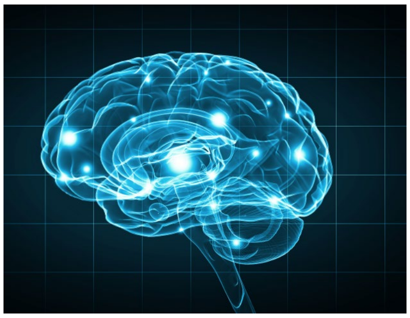

Research has also shown that the different ways that boys and girls are raised has a significant impact on how they communicate. Girls are raised to recognize and be sensitive to the feelings of others. On the other hand, boys are taught to be more direct and goal-oriented. Being raised in such different ways is bound to create two different styles of communication.

While the differences in the way men and women communicate can sometimes cause confusion, these differences are also what help maintain a balance in communication. It ensures that a variety of topics and viewpoints are explored, feelings are expressed, and problems are discussed and solved. This balance is what makes communication so rich and interesting.

After Reading

Answer the questions.

1. What do women see as the purpose of communication? What about men?
2. How are men most likely to bond with others?
3. How does the content of men and women's talk tend to differ?
4. How do men and women approach problems differently?
5. What causes men and women to communicate differently?

9 Speaking

1. Work in pairs/groups. Use the questionnaire to ask each other about the way you communicate with people. If you like, add your own questions.
2. Compare answers with your classmates. Discuss individual preferences and your reasons.
3. Find people in class that communicate in a way that is similar to the way you communicate.

Do you talk about your problems?
Do you share your feelings with others?
Do you spend time with family/friends without talking?
Do you talk while you are doing something, e.g. fixing something, playing a game, etc.?
Which of these topics do you enjoy talking about? (circle) people you know people you don't know sports TV video games books clothes and accessories travel holidays food art cars buildings news assignments activities shopping gadgets computers other: ___________

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10 Writing

A. **1.** How do we communicate? Do we mostly communicate through verbal or non-verbal language?

2. Try communicating these to your partner without speaking.
- Can I have your pen, please?
- Are you going to call me after school?
- I went shopping yesterday.

3. Now write two of your own messages on a piece of paper, fold it, and set it aside or give it to your teacher. Use non-verbal language to communicate your message. Check. How successful were you?

4. "A picture is worth a thousand words." Explain.

5. Read the text and find:
- the main thesis statement
- the supporting paragraphs
- the arguments used

Verbal and non-verbal communication

When people talk about communication, the first thing that comes to mind is words or language. Language is our primary means of communication as human beings, which sets us apart from other species. However, as studies have shown, it is not the only means of communication.

Think about a photograph taken in the center of a town. It provides information about the buildings, stores and services, people and cars, plants, and all kinds of details if you choose to take the time to look at it more carefully. Now try describing the picture and everything you have identified in it to your friend or write about it. How long do you think it's going to take you? Certainly a lot longer than it takes a photo to convey the same amount of information.

Suppose that you have just acquired the latest electronic gadget. Would you choose to tell your friend about it or show it to him or her? Usually, we choose to do the latter, i.e. show it to somebody and point out all the new, amazing features. In other words, pictures and objects can "speak for themselves" more efficiently and effectively than we can through verbal language.

However, there are situations where a different type of interaction is required, when, for example, you run into somebody you have not seen for some time. You probably want to talk about everything that has happened, ask him/her questions, and talk about people you know, and so on. This is definitely a case that requires verbal language.

On a partly different note, you see a friend you have not seen for some time at a distance, e.g. different escalators at the airport leading to different lounges. You have both checked through security and cannot go back; and you certainly don't want to start shouting across the airport building. You want to get his/her cell phone number. You probably resort to gesturing by holding your hand next to your ear and pretending to talk; you point to the "phone," point to your friend and use a hand gesture to signal "What?" pointing back to the imaginary phone. Your friend signals each number by holding up the appropriate number of fingers.

In other words, although language is important and allows us to communicate facts, feelings, thoughts, experiences, and practically everything and anything that we are interested in, it is not the only way we communicate with each other. As studies have shown, about 60 percent of human communication is carried out through non-verbal means, e.g. facial expression, gestures, or illustration. Maybe we should keep this in mind when we are "at a loss for words": our eyes and overall expression can convey what we cannot express through words.

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B. **1.** Think of an Arab man or woman and a non-Arab man or woman you know personally or from TV.

2. Think about the way these people communicate. Research and collect information about culture-specific features of communication. Do you think they communicate in a way that is typical of their culture? Write your ideas in a chart.

3. Write an essay about the communication approaches used by each person. Give examples to support your ideas.

	Arab person's name: ________________	**Non-Arab person's name:** ________________
Culture-specific communication features		
Communication features that are not culture-specific		

A Friend from Sweden and a Friend from Poland

My two friends are also colleagues. We work together as researchers on an educational project that encourages schools to communicate online with schools in other countries. Although they come from different cultures, both of them are not really what you might consider typical according to national stereotypes.

Erik, my Swedish friend, is a very friendly, outgoing person in a quiet manner. Janek, my Polish colleague, on the other hand, does not look very friendly at first but ...

Writing Corner

When you write a comparative/contrastive essay:

- consider the different sides of the issue.
- develop a list of similarities and differences.
- establish your basis for comparison.
- create a thesis for their relative importance, e.g. similarities outweigh differences.
- structure your essay using an alternating or a block structure:
  a. an alternating structure involves a point by point discussion and can be quite systematic and analytical.
  b. a block method allows you to discuss each aspect or topic in distinct blocks and then conclude.

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11 Form, Meaning and Function

Present Perfect Progressive versus Present Perfect Simple

Use the present perfect progressive to say how long something has been happening.

Use the present perfect simple to say how many things have been done or how many times something has been done.

Present Perfect Progressive

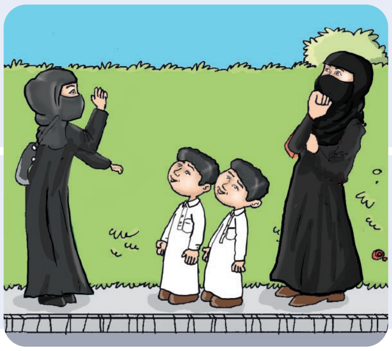
Sandy and Amal **have been discussing** the differences in behavior between men and women for 2 hours.
How long **have** you **been discussing** stereotypes?
Saeed **has been driving** since early this morning.
How long **have** you **been driving**?

Present Perfect Simple

They **have decided** that women talk about feelings more than men.
How many times **have** you **discussed** this issue?
He **has driven** 400 miles.
How many different models of car **have** you **driven**?

Use the present perfect progressive to talk about an annoying action or situation.

I haven't slept at all. My phone **has been ringing** all night.
Who**'s been eating** the cakes? There is only one left!



Time Expressions with the Present Perfect Progressive: *How long, for, since, all day/all week/all month/all year*

They've been talking for over an hour. The children are getting bored.

A. Ask and answer questions about the picture. It's been raining for ten minutes. What have the people been doing during this time? Use the present perfect progressive and the present perfect simple.

A: **What has the man at the magazine stand been doing during the rain?**
B: He's been reading.
A: **How many magazines has he read?**
B: He's read several magazines.

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Words Connected with Hobbies and Interests

Here are some words connected with popular free time activities. Write some words connected with a hobby or interest of your own.

Playing Sport	Reading Books	Collecting Items	Surfing the Internet	Your Hobby
play a team sport	science fiction	stamps	computer, laptop	______
water sport	detective stories	stuffed toys	educational	______
join a club	adventure stories	comic books	play games	______
training	best seller	stickers	Internet cafe	______
outdoors	poetry	bookmarks	enjoyment	______
keep fit	book worm	enjoyment	knowledge	______
athletic track	entertaining	happiness	new information	______
rewarding	bookmark	fascination		______
competition	novel	satisfaction		______
awards	writer	collection		______

Ahmed is a footballer. He has **played** every week since he was ten years old. He **plays** in his local **team** and they have won many **competitions** and **awards**.

Sally is a **bookworm**. She loves reading **novels** and **poetry**. One day she hopes to be a **writer**.

Ali has always been **fascinated** with superheroes and **comic books**. They bring him much **enjoyment** and **happiness** and he now has a **collection** of more than one thousand.

Adjective + Preposition + Gerund

I'm not very **good at playing** sport.
I'm **fascinated by** traditional stories and books.
I'm **interested in reading** all sorts of stories.

B. Work in groups. Find out about your classmates' hobbies and interests. Ask how long they've been doing them. Complete the chart.

A: Can you play a sport?
B: Yes, I can. I play tennis on the weekends.
A: How long have you been playing tennis?
B: I've been playing tennis since I was ten.
A: Have you taken part in any tournaments?
B: Yes, I have.

Hobby/Interest	Name	Length of Time
Sport		
Books		
Collecting something		
Your idea		
Your idea		
Your idea		

C. Tell the class about your group's hobbies and interests.

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12 Project

1. Think about and research methods that people have used to communicate with others throughout history. For example, Native Americans used to communicate through smoke signals. They used a blanket to cover and uncover the fire in order to make a specific number of smoke puffs rise. Someone at a distance could watch and interpret the smoke signals and understand the message that was being sent.
2. Work in pairs/groups. Find out about different methods of communication that have been used through time and make notes in the chart.
3. Use your notes and the information that you have collected to prepare a PowerPoint presentation for your class.

Communication Method	1	2	3	4
Description				
Time period				
Place				
Person/group involved				
Advantages				
Disadvantages				

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13 Self Reflection

Things that I liked about Unit 6:	Things that I didn't like very much:

Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about gender differences and similarities			
discuss stereotypes			
ask for and give directions			
use verbs + infinitives or gerunds with different meanings			
use passive forms of infinitives and gerunds			
use auxiliary verbs after *but* and *and*			
use the present perfect simple and the present progressive tense			
use time expressions: *How long …?; for; since; all day, week, month, year*			
talk about hobbies and interests			
use adjectives + prepositions + gerunds			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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EXPANSION Units 4–6

1 Language Review

A. Complete each sentence by adding ***both…and, not only…but also, either…or,*** or ***neither…nor***. For some items, more than one answer may be possible.

1. ________ Beijing ________ Shanghai are cities in China.
2. All numbers are ________ even ________ odd.
3. Solar energy is ________ clean ________ renewable.
4. ________ Ayrton Senna ________ Jim Clark were famous race car drivers.
5. In the Spanish language, nouns are ________ masculine ________ feminine.
6. ________ *Finding Nemo* ________ *The Lion King* are animated films.
7. Studies have found that ________ men ________ women talk more than the other.
8. ________ cars ________ airplanes existed 200 years ago.
9. The word *change* can mean ________ coins ________ to become different.
10. Some words in the English language, like *conflict* and *suspect*, are ________ nouns ________ verbs.

B. Rewrite each pair of sentences as a single sentence with an adverb clause. Use a word or phrase from the box to begin each adverb clause. For some items, more than one answer may be possible.

because	if	(in order) to	only if	so that	where
even if	in case	now that	since	unless	wherever

Check the product carefully. There may be defects.
Check the product carefully in case there are defects.

1. You feel anxiety about leaving your job. You should still do it.
2. The police will have trouble finding the criminal. It would help if there were a witness.
3. We have finished this tedious task. We can relax.
4. She feels restless. It doesn't matter where she is.
5. Let's choose our destination. Then we can book our trip.
6. More consumers buy that brand. It has a good reputation.
7. He wants to be accepted into a prestigious university. He will have to study hard.
8. The secret agent altered his appearance. It was difficult to recognize him.

C. Write two sentences about each item using adverb clauses.

I brought an umbrella in case it rains.
Wherever I go, I bring an umbrella.

1. a bicycle

____
____

2. a bilingual dictionary

____
____

3. a cell phone

____
____

4. a chocolate bar

____
____

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D. Explain what each person is saying. Use the verb in parentheses, followed by a gerund or an infinitive.

Sabrina: Oh no! I think I left the oven on when I left my house. (forgot)
Sabrina thinks she forgot to turn off the oven.

1. Ahmed: I shouldn't have bought this car. It keeps breaking down. (regret)
2. Abdullah: I wish I could be at the meeting, but unfortunately I can't. (regret)
3. Tom: We got so bored of that TV show. We don't watch it anymore. (stop)
4. Allen: The election is Monday. Make sure you vote. (remember)
5. Dennis: Watching the Olympics live was incredible. I will never forget it. (remember)
6. Andrew: Jack and I were driving when we saw fireworks. We pulled over and watched them. (stop)
7. Kaya: I'm looking for a dress for the wedding. (try)
8. Jimmy: Did you look online for the tennis match schedules this weekend? (try)

E. Use the words to write sentences with ***but*** or ***and*** + an auxiliary verb.

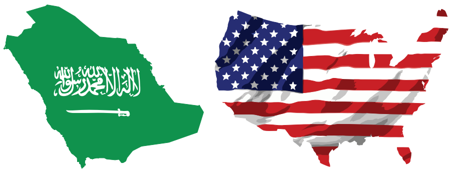
Ice cream is made from milk/butter
Ice cream is made from milk, and butter is too.

1. Gold is a kind of metal/silver
2. Shoes are worn on the feet/gloves
3. Alligators don't live in the desert/monkey
4. An uncle is a male relative/nephew
5. Ice is a form of water/steam
6. Elephants aren't predatory animals/deer
7. Kenya is an African country/Nigeria
8. Men often wear ties/women
9. Apples aren't tropical fruits/cherries
10. Colombia is in South America/Canada
11. Penguins can't fly/parrots
12. The United States doesn't have a royal family/England

F. For each pair of pictures, write sentences with ***but*** or ***and*** + an auxiliary verb.

The K.S.A. is in the Middle East, but the U.S. isn't.

1. The K.S.A./the U.S.



2. a cell phone/a laptop

3. a burrito/sushi

4. a race car driver/a mechanic

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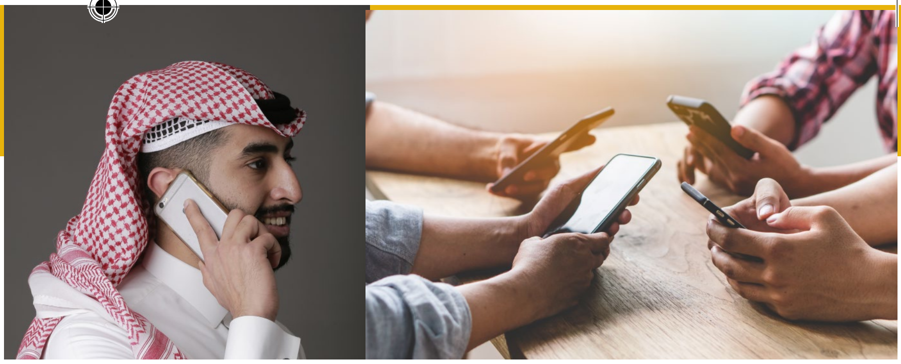

2 Reading

Before Reading

1. Do you think it is easy for people to make real friends online? Why? Why not?
2. Do you text or call people you know? What kind of language do you use in each case?

The impact of a changing world on human language and communication

Recent research on the impact of online communication across cultures in Europe has revealed some very interesting findings.

Although, social networking and online communication has become the norm among young people nowadays, the formation of lasting friendships among peers appears to require face-to-face communication.

The project involved communication with partner schools in different countries. According to project participants, online communication and information exchange was effective for a period of time and undoubtedly provided the input and information needed. However, when it came to the formation of long-term friendships, they strongly felt that face-to-face communication was a key requirement; as was mobility, in other words travel to different countries.

The way one of the participants put it, "It's different to find out about each other's culture through reading, talking about it and exchanging pictures or videos, and different to actually experience it in person. It's the day-to-day things that tell you more about people and their mindset." These conclusions were reached after participants visited the countries where partner schools were located. As funding was limited, not all project participants were able to join.

All interviewees appreciated the accessible and affordable opportunities offered through technology and online communication but stressed the need for communication beyond cyberspace. Interestingly, young people nowadays take cyberspace for granted and consider more conventional, real world experiences to be more creative and rewarding. Overall, the conclusion reached pointed out that although technology "connects" people, lasting friendships require face-to-face contact to make initial connections more meaningful. This was further confirmed by the diminishing interest and involvement of the participants that had not been able to travel.

As expected, English was used as the common medium of communication. Project participants admitted to having been intimidated and reluctant to initiate conversation due to their language "inadequacies." They soon found out that none of their peers from other countries were perfect either, but were only too willing to utilize all available resources to speak. So they quickly revised their views on language competence and stopped being over-concerned with potential "errors."

The task at hand required them to communicate with people that they had previously communicated with through email and video conferencing, under more controlled circumstances with teacher support, and time to check and edit their language. Face-to-face communication had to be spontaneous and genuine, so they were required to do their best, to listen, understand, and ask for clarification or repetition, use gestures or point to things if they could not recall words and so on. More importantly, their peers from other countries routinely resorted to the same strategies in conversation.

On occasion, when lost for words, their interlocutors would say: "text me"; this they could do without difficulty, using abbreviated language. They would then use the text message, as a basis to clarify meaning. Abbreviated language, this special kind of electronic shorthand, which often confuses older adults, is accessible to young people. In fact, it is the electronic variety of English as an international medium, and an identifying marker of generations that are natives to technology.

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The context and means of communication do have an immediate impact on the type of language used. The need for speedy and highly economical messaging has fostered the development and evolution of "texting" language. Abbreviated language is regarded as a type of slang, categorizing it as a substandard variety of language. On the other hand, some analysts attest to the fact that it indicates high intelligence and speed of processing that should not be overlooked.

According to Professor Crystal, "text-speak", the combination of vowel-free abbreviations and acronyms, "has definitely been overhyped" and does not qualify as a new language.

When these issues were addressed in a focus group with high school students who had participated in the multicultural project, they were ready with clear and highly articulate answers. They agreed that context and circumstances impose the need for changes in communication and therefore the type of language used. They were pleased to be able to use abbreviated language in texting and messaging effectively and efficiently. However, they pointed out that they would very much like to develop their language and communication skills further in order to be able to operate in a different range of contexts. As one of the interviewees put it, "It wouldn't be a good idea to use abbreviated language in term papers when I get to university!"

After Reading

A. Complete the sentences with the words from the box.

norm	diminishing	utilize	interlocutor
abbreviated	intimidated	acronym	overrated

1. The disappointing results of the experiment were, unfortunately, caused by the researcher's _______________ enthusiasm and interest.
2. Unfortunately, consuming too much fast food is the _______________ among young people, these days, not the exception.
3. Although he had spent days preparing his presentation, he got so _______________ by the audience that he could hardly say a word.
4. You should not give up when you run into difficulties. Instead, you should _______________ all your skills and experience to deal with them.
5. UAE is an _______________ It stands for United Arab Emirates.
6. A good communicator always tries to facilitate his _______________.
7. Young people use _______________ language in texting.
8. People used to think that computers were vastly _______________ as a home appliance.

B. Answer the questions.

1. What were the conclusions of research on the impact of online communication across cultures?
2. What did the project participants believe about lasting friendships?
3. What was the main difference between participants who traveled to different countries and those who didn't?
4. How did the project participants feel about their language competence to begin with? Why?
5. Which factors fostered the development of "texting" language?
6. What did high school students believe about different types of language? Why?

Discussion

1. Do you think abbreviated, "text-speak" qualifies as a new language? Why? Why not?
2. Do you think technology has had a positive or negative impact on language and communication? Give reasons.

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3 Language Plus

Read the definitions of these idioms. Then complete each sentence with the correct idiom.

break into a cold sweat = feel very anxious about something
root for someone = support and encourage a contestant or team by cheering
throw caution to the wind = take an unnecessary risk
The third time's the charm. = The third time you try to do something, it will work.

1. Every time I go to the dentist, I ________________.
2. Finally! This cake is perfect. _________________.
3. I was lucky not to get hurt last time I jumped. I don't want to _________________ by jumping again.
4. I hope you win. I will _________________.

4 Writing

Tools for Writing: Run-on Sentences

A *run-on sentence* is a sentence with two or more independent clauses that are incorrectly placed together without any punctuation or a coordinating conjunction.

Incorrect: *You look in the cafeteria I'll look in the auditorium.*

Run-on sentences can be avoided by using a period to separate the clauses into two separate sentences, or by adding a coordinating conjunction after a comma.

Correct: You look in the cafeteria. I'll look in the auditorium.
Correct: You look in the cafeteria, and I'll look in the auditorium.

Correct each run-on sentence in two different ways.

1. The weather has been great it has been warm.
2. She can't make it she has other plans.
3. He's tired he doesn't want to stay out late.
4. I understood the lesson I can help you.

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Writing Prompt

Write an essay about tales involving animals in your culture. Include grammar points from Units 4–6.

Write Your Essay

1. Think about the following questions: Where did the tale originate? What is the significance of the tale? Is there a moral?
2. Use a chart to organize your ideas. In the first column, write two or three tales about animals that you are interested in learning more about. Research these tales. Then write notes about the origin of each in the second column. Use these notes when you write your essay.
3. Write an outline for your essay, and then write a draft.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Animal Tale	Origin of the Tale

Developing Your Writing: Outlining an Essay

Writers use outlines to help them organize their thoughts before they begin writing. Outlines show the order in which topics will be introduced. They also include categories and subcategories to show the relationship between the different parts of the essay. Outlines are usually arranged from general points to more specific points. Outlines are also usually arranged by a system of numbers and letters, as in the example below.

I. Introduction
- **A.** There are numerous tales about animals in American culture.
- **B.** These tales often teach an important lesson/moral.

II. Body
- **A.** First tale: *The Tortoise and the Hare*
  - **1.** origins of the tale
  - **2.** significance/moral of the tale
- **B.** Second tale: *The Lion and the Mouse*
  - **1.** origins of the tale
  - **2.** significance/moral of the tale

III. Conclusion

Animal Tales in American Culture

American culture has a rich assortment of animal tales that are passed on from generation to generation. Most of these tales originated centuries ago, but are still told to children today. Each tale has a moral—an important lesson to be learned...

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Reconnect

1 Listen and Discuss

Read and find out what each text is about.

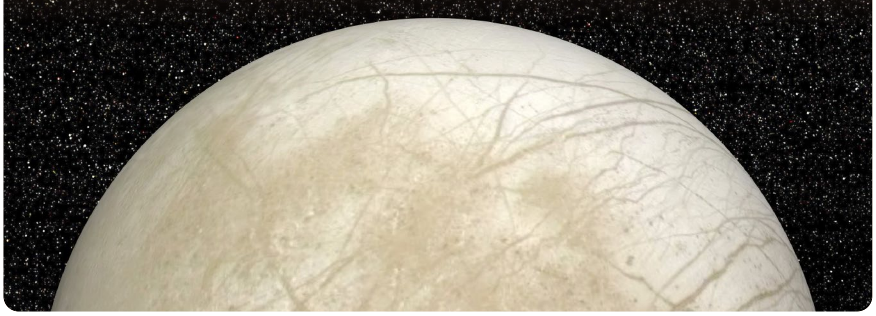
- human behavior
- a clever business decision
- an accidental discovery
- a breakthrough in space exploration

Rocking Chairs ...where?

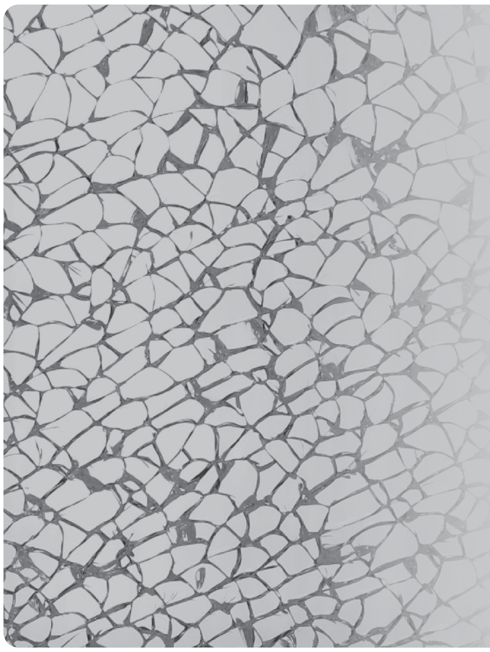
Usually, people expect to see them on front porches, in living rooms, bedrooms, and cozy places where one is likely to have the time to relax. One of the last places where you'd expect to see rocking chairs is a busy airport, right? Wrong! Rocking chairs have caught on as a special touch in about 40 airports in the US. The trend started in 1997 at an international airport that was hosting a photography exhibit called Porch Sitting. There were photos of porches with rocking chairs, with actual rocking chairs placed in front of the photos as props. When the exhibit was over, and the rocking chairs were being removed, people started protesting. So the airport manager was quick to respond. He kept the chairs and ordered more. From then on, rocking chairs spread as a trend at more airports.

Is Europa similar to Earth?

A re-processed, high resolution, photo of Jupiter's moon Europa was released in 2014, showing the largest proportion of the satellite's surface. Scientists claim that there is water underneath Europa's icy shell that could host life, under the right conditions. This has provided an additional incentive to push forward with the exploration of this amazingly colorful moon. A new study, also suggests that there are big plates of ice sliding over and under each other within Europa's shell. This effectively means that the Earth is not the only solar system body that possesses plate tectonics, as was formerly believed!*



* *Adapted from: AccessScience Editors. (2014). Evidence found for plate tectonics on Europa. AccessScience. Available at: https://www.accessscience.com/content/briefing/aBR0916141.*



Did you know that?

Safety glass, which is widely used in windshields, safety goggles, and more, was invented by accident over a century ago. In the early 1900s, a French scientist accidentally knocked a glass flask off his desk. The flask fell to the floor but only cracked instead of shattering into pieces. Having inspected the broken flask, he realized that it had contained plastic cellulose nitrate, which had coated the glass and prevented it from shattering upon impact.

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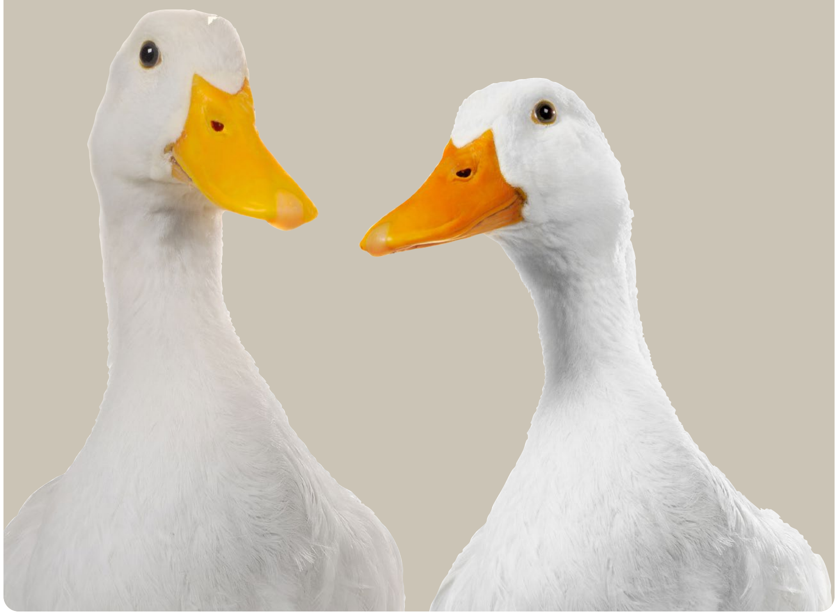
Part 2

And did you know that?

The first synthetic dye was accidentally created in 1856, by William Perkin, an 18-year-old chemist. He was carrying out an experiment in search of a cure for malaria when it all went very wrong resulting in a murky mess in the petri dish. Upon closer examination, William noticed a brilliant color radiating from the petri dish. It was the beginning of synthetic dyes that would change the world of fashion and manufacturing forever. *

Would you gossip about a friend?

Gossip and rumors can destroy a young person's self-confidence and affect their self-esteem. It can also lead to serious conditions such as depression, anxiety and eating disorders. Betraying the trust of a friend by talking behind their back reflects very badly on the person gossiping. People instantly assume that if one is capable of gossiping about a friend, then he/she is capable of doing it about anyone and keep their distance. Talking about a friend with negative intent does not make one stand out or help him/her become more popular. It is the surest way of isolating oneself and gradually losing one's friends altogether.



** Adapted from: Accidental Discoveries That Changed the World [Video]. (n.d.). AccessScience. Available at: https://www.accessscience.com/content/video/an400048.*

2 Pair Work

A. Before you discuss each issue, brainstorm and think of language you can use:

- to express your opinion/view
- to agree or disagree
- to present arguments
- ask for and give clarification, confirmation
- to make suggestions
- to summarize/recap

B. Which topic/s would you like to find out more about? Why?

C. Present similar examples that you know about.

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3 Conversation

Listen and practice reading Part 1 of the conversation in pairs. Then underline examples of deductions about the past and the present.

Adnan: Hey, listen to this. It's about a man who survived a plane crash.

Omar: There can't be too many people who've lived to talk about a crash!

Adnan: No, probably not. Apparently, the plane had crashed and burst into flames about 2-4 km from the end of the runway. According to this article, three passengers survived the impact but two of them died in hospital a few hours later.

Omar: He must have been the only survivor then!

Adnan: Correct! He was thrown off the plane, strapped to his seat and landed upright on the street!

Omar: You must be kidding! He can't have landed upright on the street! Do you believe it?

Adnan: That's what the article says. Here's a picture of the man now. He was only 17 when it happened. It happened in January 1985. You can look it up!

Omar: I'll do that! Is there more?

Listen to Part 2 of the conversation in pairs and complete the blanks with *must have* or *can't have*.

Adnan: Here's another story of a man who beat the odds!

Omar: Not another plane crash!

Adnan: No, this happened in Sweden. The man was trapped inside his car, for two months.

Omar: Two months? Why didn't he try to get out?

Adnan: He couldn't. His car was snowed over. He must have got snowed in on his way to the next town.

Omar: He _______________ stayed alive for two months in the cold. What did he eat?

Adnan: According to the interview, he ate snow and whatever snacks he had.

Omar: But that _______________ been enough for two months. He _______________ been confused. It _______________ been less than two months.

Adnan: Yes, well the rescuers felt the same way. They couldn't believe he'd been there that long but scientists confirmed that he _______________ gone into hibernation. They also said that an "igloo effect" _______________ been created by the insulation of the car, so he was able to survive!

Your Turn

Role-play a conversation like the one above with a partner.

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4 Speaking

1. Read about people who realized their dreams against all odds. What do you think motivates some people to persevere and make the most of their lives?

Brian is a triple amputee who lost his legs and his right arm in an explosion. Three years later, with three prosthetic limbs, he enrolled in one of the most competitive schools of architecture in the U.S. and was due to graduate in 2014. He didn't think he should settle for anything less since his head had not been injured and his brain could function as well as it did before!

Mark has been working as a janitor at a prestigious university for two decades. He has worked from early afternoon till 11:00 at night mopping floors and emptying garbage cans and then stayed up after midnight studying for his classes. He signed up for one or two classes per semester and managed to graduate with honors in 2012, at age 52. He is not planning to give up his job, as it offers an irresistible benefit, namely free tuition. Instead, he is planning to study for his post-graduate degree next!

Martha earned two college degrees while living in an iron lung. She was paralyzed by polio at the age of 11 in 1948 and was confined in a metal tube, 23 hours a day. But she never gave up. She kept reading and attending classes without fail through her custom-built intercom system. This is what she said in a documentary about her life: "Something happens to all of us. Mine is more visible than yours, but you have to deal with your things, too. None of us are exempt from things that would make us extraordinary people if the world knew the story."

2. Work in pairs. Discuss and make notes.
   - **A.** What motivated Brian and Mark to carry on and pursue their dreams in learning?
   - **B.** How do you think Brian's life might have developed, if he hadn't been as determined?
   - **C.** How do you think Mark's life might have developed, if he hadn't taken advantage of the employee benefit that had been available to him?
   - **D.** How do you think Martha's life might have developed, if she had given up?
3. Now use your notes to present and compare ideas in class.
4. Do you know or have you heard of other stories of courage and perseverance? Talk about them in class.
5. Try to find more amazing stories like the ones above and make notes. Present them in class.

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7 Everyone Makes Mistakes

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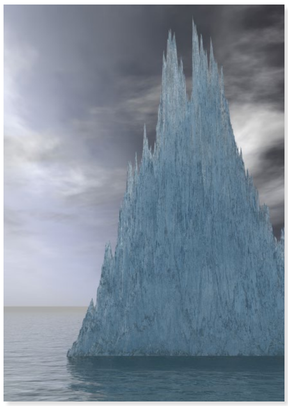
1 Listen and Discuss

1. How would you define the word ***mistake***?
2. What do you think the following quote means?
   "Don't fear failure so much that you refuse to try new things. The saddest summary of a life contains three descriptions: *could have, might have,* and *should have.*" —Louis E. Boone
3. Accepting failure and hardship is often difficult. How do we endure such bad situations?

Mistake: A company rejected the patent for the telephone.

In 1876, the most important communications technology was the telegraph. A wealthy company called Western Union was in control of this technology. The president of the company, William Orton, was offered the patent for an invention called the telephone for $100,000. Orton sent a response to the 29-year-old inventor of the telephone, Alexander Graham Bell. It said, "After careful consideration of your invention...while it is a very interesting novelty, we have come to the conclusion that it has no commercial possibilities...What use could this company make of an electrical toy?" Bell kept the patent and created his own telephone company, which became the largest in the U.S. The patent Bell had offered Western Union eventually became the most valuable patent in history. Orton could have made one of the best deals in business history. Instead, he may have made the worst business mistake in history.

Mistake: The *Titanic* ignored warnings about icebergs.



On April 14, 1912, the RMS *Titanic*, the largest and most modern passenger ship of its time, hit an iceberg and sank. This resulted in the deaths of 1,517 people. Yet incredibly, this tragedy could have easily been avoided. On the day the *Titanic* sank, it had received five warnings from other ships about heavy ice in the area. However, the captain was not worried. In fact, he even increased the speed of the ship so that it could arrive in New York a day earlier than expected. That evening, while the *Titanic's* radio operator was sending out personal messages from the passengers, he received a sixth ice warning. This one warned of an iceberg directly in the path of the *Titanic*. The operator was supposed to give the message to the captain. But busy with his task, he put the message aside. It never reached the captain. If it had, the *Titanic* tragedy might never have happened.

Mistake: Russia sold Alaskan gold to the U.S.

Alaska had been considered a burden, rather than an asset, by Russia for a long time. It was remote, indefensible, and of little benefit. So, when William Seward, U.S. Secretary of State, began negotiations on his own initiative, he expected to encounter some opposition. However, the outline of the deal was accepted by the cabinet and the agreement was signed in March 1867, transferring Alaska to the United States for a payment of $7.2 million. However, the purchase of a seemingly desolate and mostly frozen land was greeted with criticism by the press and the public. Alaska was referred to as "Seward's Folly," "Seward's Icebox," or President Johnson's "polar bear garden," attitudes that must have changed drastically after the discovery of gold. Russia should have investigated potential resources before selling the land to the U.S. at the price of about 1.7 cents per acre.

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Mistake: Coca-Cola tampered with their successful formula.

Coca-Cola® was launched in the 1880s. By 1980, it had been the most popular soft drink in the world for nearly 100 years. However, by that time Coke had more competition, and its sales figures started slipping. In an effort to boost sales, Coca-Cola created a new, improved formula. This new formula was tested in 200,000 taste tests, and the results were clear: most people much preferred the flavor to the original Coke. The Coca-Cola Company decided to stop producing the formula they had been using for 100 years and to replace it with New Coke. This was an enormous marketing mistake. People were outraged that the original Coke was no longer available, and New Coke was a flop. Coca-Cola executives must have been surprised! They had to get rid of New Coke quickly and bring back the original formula.

Quick Check ☑

A. Vocabulary. Match each word to its definition.

1. _____ boost	**a.** very angry
2. _____ endure	**b.** put up with
3. _____ flop	**c.** new thing
4. _____ novelty	**d.** failure
5. _____ outraged	**e.** interfered with
6. _____ tampered	**f.** raise

B. Comprehension. Answer the questions.

1. What was William Orton's mistake?
2. How could the sinking of the *Titanic* have been avoided?
3. What do the Russians probably regret? Why?
4. How did Coca-Cola mess with success?

2 Pair Work

Interview your partner to find out about a mistake they or someone they know once made. Ask questions, such as: *What was the mistake? Who made the mistake? Why was the mistake made? What happened as a result of the mistake? How could it have been avoided?*

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3 Grammar

Modals in the Past

May Have/Might Have

May/Might have + past participle is used to suggest uncertainty or possibility about the past.

I lost my cell phone. I **may have left** it at school.
You **might have dropped** it at the restaurant.

Could Have

Could have + past participle is used in two ways: to talk about the past with uncertainty, or to talk about an option in the past that was not taken.

Do you think I **could have left** my cell phone at your house?
He **could have been** a doctor if he hadn't made the mistake of dropping out of school.

Must Have

Must have + past participle is used for drawing conclusions about the past.

I got lost on the way here. I **must have taken** a wrong turn somewhere.

Should Have

Should have + past participle is used to talk about mistakes made in the past or expectations that have not been met.

You **should have apologized** for your mistake.
They **should have arrived** by now.

Was/Were Supposed To

Was/Were supposed to + base verb is used to express that an expected action didn't happen.

The football game **was supposed to start** at 1:00, but it was postponed because of the rain.
Where were you last night? You **were supposed to help** me with my essay.

Passive Modals in the Past

Passive modals in the past are used to give opinions about events and situations that happened in the past. The form is: subject + modal + *have been* + past participle.

The money **could have been given** to the poor.
The package **should have been sent** a week ago.

A. Circle the correct modal in the past to complete each sentence.

1. I have a sore throat. I (should have / may have) caught your cold.
2. He (wasn't supposed to / shouldn't have) know about the business deal, but he found out by accident.
3. You have a big smile on your face in all the vacation pictures. You (should have / must have) had a great time.
4. I don't know where she is, but she was very tired. She (should have / may have) gone to bed.
5. I (must have / should have) paid more attention in English class. Now I'm completely confused about the grammar.
6. I (must have / shouldn't have) ordered that new laptop. It was way too expensive.
7. Did you get the package? It (was supposed to / must have) arrive by today.
8. You (may not have / should not have) said that. Now you've hurt your friend's feelings.

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B. Complete each sentence with a modal in the past. For some items, more than one modal may be possible.

I *should have* worn a suit to the interview. I don't think my clothes were formal enough.

1. It's too bad we didn't know you were there. We _________ met up.
2. She _________ study biology in school, but she ended up studying medicine instead.
3. Farah _________ gone to Dubai this summer, but she decided to stay home instead.
4. He _________ have said that. I think they must have misunderstood him.
5. It was such a beautiful day today. We _________ gone to the beach.
6. I'm not sure what we did with the bottles. We _________ put them in the recycling bin.
7. The product _________ been a big success, but instead it was a flop.
8. You were right there when the accident happened. You _________ seen everything.
9. Who knows what _________ happened if the other candidate had won the election.
10. You look refreshed and well-rested. You _________ slept well.

C. Rewrite each sentence as a passive sentence.

The coach should have chosen Abdullah for the football team.
Abdullah should have been chosen for the football team.

1. Someone must have dropped these keys at the meeting.
2. The Mayans may have drunk hot chocolate as far back as 2,600 years ago.
3. A professional photographer must have taken this picture.
4. A computer error may have caused the accident.
5. The police officer could have arrested him for speeding, but he let him go with a warning.
6. The registrar should have given you a course catalog on the first day of school.
7. A squirrel or a rabbit might have eaten the vegetables in our garden.
8. The mechanic was supposed to have fixed our car by now, but it's still broken.

D. Look at the photos. Write at least three sentences about each photo using modals in the past and passive modals in the past.

He must have been caught in the rain. He should have brought an umbrella. He could have stayed dry if he had an umbrella. He may have caught a cold.

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4 Conversation

Sarah: What did you do on Thursday night?

Fatima: My family took me out because I graduated.

Sarah: Oh no! I forgot that you graduated last week. I'm so sorry!

Fatima: Why?

Sarah: I should have gotten you something for the occasion. I should have at least called you.

Fatima: Don't worry about it. It's no big deal.

Sarah: No big deal? Of course, it's a big deal. It was your graduation. I don't know how I forgot about it. Come to think of it, I was so focused on studying for final exams, your graduation must have just slipped my mind. I feel awful about it. Can you forgive me?

Fatima: You're making too much of it. Forget about it. Anyway, you were studying for finals. That's a good excuse. Don't sweat it.

Sarah: But I feel like such a flake.

Fatima: No more apologies! You're making me wish I hadn't mentioned it to you.

Sarah: Sorry!

Real Talk

(no) big deal = (not) something of great importance
slip (one's) mind = forget about something
make too much of (something) = exaggerate the importance of something
Don't sweat it. = Don't worry about it.
flake = irresponsible person

About the Conversation

1. Why is Sarah apologizing?
2. What is Sarah's excuse?
3. What is Fatima's response to Sarah's apologies?

Your Turn

Role-play with a partner. Choose a situation in which one person apologizes to another. Use phrases for apologizing and responding to an apology.

Apologizing	Responding to an Apology
Can you forgive me?	Don't sweat it.
I feel awful about this.	Don't worry about it.
I'm so sorry.	Forget about it.
I'm sorry. I should (not) have...	It's no big deal.
Please excuse me for...	That's OK.

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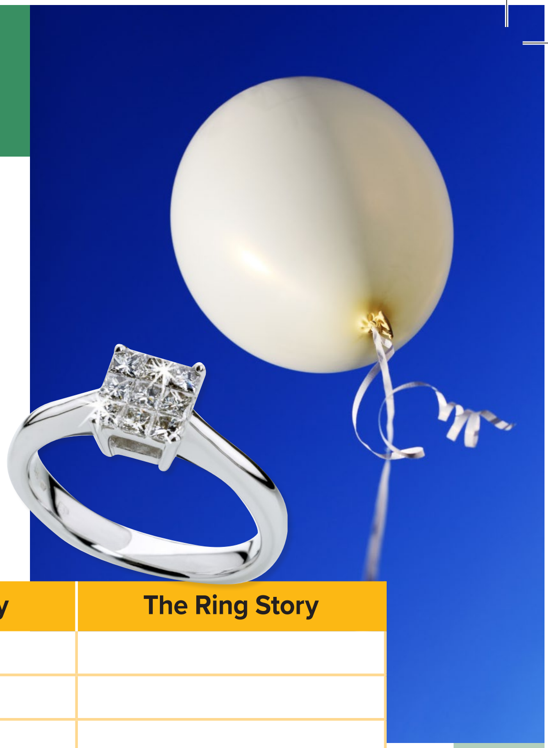
5 Listening

Listen to the stories about two silly mistakes. Then fill in the chart.



		The Bee Story	The Ring Story
1.	What was the person's goal?		
2.	Did the person achieve the goal?		
3.	What mistake did the person make?		
4.	What were the consequences of the mistake?		

6 Pronunciation

In casual speech, modals + ***have*** are often reduced in the following way:

Standard Form	**Reduced Form**
could have / could not have	*coulda / couldn'ta*
should have / should not have	*shoulda / shouldn'ta*
might have / might not have	*mighta / mightn'ta*
must have / must not have	*musta / mustn'ta*

Listen and practice the reductions in the sentences.

1. But it was an idea that he **should have** thought twice about.
2. Looking back at all this, there **might have** been a better way.
3. He **should have** known better.
4. He **couldn't have** known that he was the one in for a surprise.
5. He **must have** had fun explaining what had happened to his wife!

7 Vocabulary Building

A. You will see the following words in the reading on pages 112 and 113. Match the words with their meanings.

1. ______ absent-minded	**a.** found everywhere
2. ______ adhesive	**b.** harm
3. ______ automatically	**c.** a material that causes two materials to stick together
4. ______ damage	**d.** something done without thought, as is done by a machine
5. ______ discarded	**e.** forgetful, distracted
6. ______ ubiquitous	**f.** thrown away

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

Can an accident or mistake ever end up leading to something good?

Happy Accidents

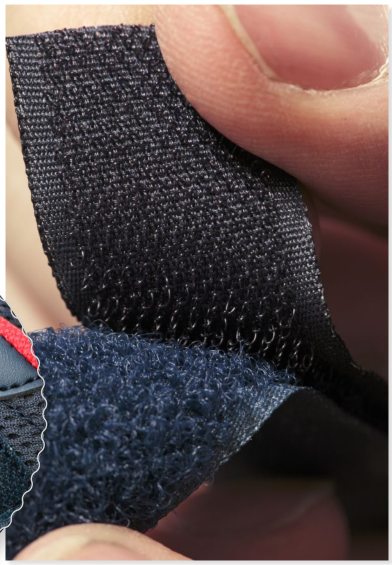
When we make a mistake, often our first instinct is to say, “Oh no!” and to feel regret and maybe even embarrassment at our failure. But mistakes and accidents are not always a bad thing. In fact, they sometimes give rise to extraordinary ideas. In 1492, Christopher Columbus set out to discover a new route to Asia. He did not reach Asia, but this failure resulted in his discovering the New World!

There are many stories of such happy accidents throughout modern history. For example, one of the greatest medical discoveries of the 20th century was antibiotics, a kind of medication used to kill bacteria that cause disease. Since the discovery, antibiotics may have saved millions of lives. Yet, the discovery of the first antibiotic happened by accident.

In 1928, a Scottish scientist named Alexander Fleming was researching a kind of bacteria called *staphylococcus*. He conducted experiments with the bacteria in dishes. Fleming was brilliant, but he was messy and absent-minded. When he left his laboratory to go on vacation, instead of cleaning up, he left the bacteria in the dishes. When he returned, he noticed that mold had grown in the dishes while he was gone. He could have just thrown the dishes away. Fortunately, instead, he looked at them under a microscope. Fleming found that the area around the mold was free of bacteria. He realized that the dangerous bacteria must have been dissolved by the mold. These dirty dishes led to the discovery of penicillin, the first antibiotic. Today, this life-saving drug is used around the world. Each year there are over 80 million prescriptions written for penicillin in the U.S. alone!

Not all lucky accidents have changed the way we live in dramatic ways. Some fortunate accidents have just made life a little more convenient. But many of these conveniences have become such a part of our everyday lives that we’ve come to take them for granted.

The discovery of Velcro® is one such fortunate accident. One summer day in 1948, a Swiss inventor named George de Mestral went for a hike. When he returned, he was covered in burrs—seed-sacs that cling to clothes. Nature designed burrs to do this in order to spread seeds to new areas. De Mestral became curious about how these burrs attached themselves to clothes and hair. He inspected one of the burrs from his pants under a microscope. He saw that it had countless tiny hooks that clung to the tiny loops in the fabric of his pants. This gave him the idea to design a new kind of fastener. The fastener would be made of two nylon strips, one side with stiff hooks like the burrs and the other side with loops like the fabric of his pants. His invention, Velcro, has since become ubiquitous. It can be found on everything from shoes to wallets to blood pressure cuffs to space shuttles.



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Another modern invention we owe to a happy accident is Post-it™ Notes, those small pieces of notepaper that can be stuck and unstuck again and again. In 1970, Spencer Silver was working in a research laboratory, trying to create a strong adhesive. He created a new adhesive that stuck to objects, but it could also easily be lifted off them. Because the adhesive was so weak, Silver considered it a failure. He shouldn't have. A few years later, a co-worker of Silver's was looking in a book. He used scraps of paper to keep his place in the book, but the scraps kept falling out. Remembering Silver's invention, the co-worker put some of the adhesive on the scraps. It was perfect! The scraps stayed in place, but came off easily so they didn't damage the book. Post-it Notes were introduced in 1980, and quickly became an essential office product around the world.

All of these stories show that accidents are not always a bad thing, and that not all mistakes should automatically be discarded. Instead, perhaps we should take a closer look at our accidents and mistakes. They just may reveal the solutions to a problem, or pave the way to an extraordinary new idea.

After Reading

Answer ***true*** or ***false***. Rewrite the false statements to make them true.

1. ____ Mistakes sometimes lead to great new discoveries.
2. ____ Antibiotics have been in existence since the 1800s.
3. ____ The idea for Velcro came from nature.
4. ____ Post-it Notes have a strong adhesive.

9 Speaking

1. Work in pairs/groups. Think about how the world would be different without the discoveries and inventions mentioned in the reading and make notes in the chart.

2. Use your notes to discuss your ideas in class.

	Discoveries or inventions	How the discoveries/inventions changed the world	What the world would be like if each invention/discovery had not been made
1	Penicillin		
2	Velcro®		
3	Post-It™ Notes		

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10 Writing

A. 1. Have you ever made a mistake that has turned out for the best? When? Where? Who was involved?
2. Read the text and find out.
   - Where did the incident take place?
   - Who was involved?
   - What was the outcome?
   - What impact did it have on the writer?
3. Is there an explicit description of the people involved? How old do you think they are?
   What kind of people do you think they are? Compare notes with a partner.

I was traveling to London and had just gone through security check at the airport. When I picked up my coat, it felt a bit heavier than usual, but I quickly put it down to fatigue as I had worked through the night in order to complete some work before I left. I checked the time and decided that it was far too early to proceed to the departure gate, so I sauntered about the Duty Free section of the terminal, having a look at displays.

I was examining a computer case when I heard the announcement. Somebody had mistakenly taken a coat that was a lot lighter than his, and requested that the person who might have accidentally taken the wrong coat meet him at the information desk. I did not take any notice at first, but when the announcement was repeated for a third time, I stopped and had a look at the label of the coat I was carrying. I had never seen it before!

When I got closer to the information desk, I saw someone who looked vaguely familiar. I smiled holding up the coat. He smiled back, pointing to my coat. We exchanged coats and introductions. Surprisingly, we shared the same family name.

We decided to spend the time left before our flights working out possible connections over a cup of coffee. As it turned out, we were both descendants of the same family. We simply happened to be in different places at different times. We found the physical resemblance quite amusing. We could have been brothers or cousins. We have since kept in touch and have become very close friends, or relatives, if you wish.

If I hadn't taken the wrong coat at the security check, I might never have run into my long lost relative. I would not have known of the existence of someone who looked like me and carried the same name. I would have missed the opportunity to encounter an important person in my life.

4. Read the text again and identify which paragraph(s):
   - sets the scene
   - reveals the first clue
   - reveals the second clue
   - presents factual outcome
   - presents the writer's thoughts/reflection
5. Is the outcome predictable after the third paragraph? Why? Why not?

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B. **1.** Think of a mistake or an accident. It can be something that happened to you, someone you know, or a famous person.

2. Did the mistake/accident work out for the best, or not? Think about how things might have turned out differently if it had not happened. Use a chart to organize your ideas.

3. Write a descriptive account of the event. Write about what happened as a result of the mistake or accident, and speculate on how things might have turned out differently if it had not happened.

What happened?	What might have happened?

The Mistake that Led to My Father Becoming a Doctor

My father had always wanted to become a historian. He used to read history books, follow current affairs consistently, and collect all the data he could from different sources.

At the time, there was no Internet, so reading and collecting data demanded access to books and other published materials, and a lot of determination. He was supposed to pursue a relevant course of study and specialization. He could not have known that his outstanding performance in science and biology would accidentally steer him away from history and secure a place for him in medical school.

Writing Corner

When you write a personal account or narrative:

- **think about the people involved in terms of personality, physical characteristics, skills and abilities, behavior, feelings and aspirations:**

  personality

  physical characteristics

  skills and abilities

  behavior

  feelings and aspirations

- **try not to restrict your account to a series of facts. Include details and description which will get your reader visualizing places and people, and speculating, predicting and anticipating what will happen next.**

As you might notice in the model text, factual sentences are interspersed with personal thoughts, comments, and feelings.

1. Use two different colors to highlight factual sentences/information and the writer's personal comments, thoughts, and feelings.
2. Is there a regular pattern? Why? Why not?

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11 Form, Meaning and Function

Words Connected with Business

Here are some words and phrases often connected with business. Work with a partner and add a word or phrase of your own to each column.

Doing Business	Good Business	Bad Business
a good deal begin negotiations sign an agreement buy/sell ___________________	boost sales new and improved an asset a valuable patent ___________________	no commercial possibilities make a mistake slipping sales figures stop producing ___________________

Articles

a/an

Use the indefinite article *a/an* before singular count nouns when we refer to the noun in a general sense, and when we mention something for the first time.

In **an** attempt to boost sales, **a** well-known soft drinks company created **a** new, improved formula.

the

We use the definite article *the* before singular and plural nouns when we refer to something already known, mentioned or defined.

The new formula, which was tested in 200,000 taste tests replaced **the** original formula.

Use *the* with **superlative** and **comparative** adjectives and adverbs.

In 1876, **the** most important communications technology was the telegraph.

Use *the* to refer to **inventions**.

Alexander Graham Bell invented **the** telephone.

Don't use *the* before the names of **people**, **streets**, **cities**, and **countries**.

Fahd is my brother. He lives on **Main Street**. He's in **Dubai** on vacation.

A. Complete the sentences with ***the***, ***a***, ***an***, or no article (-).

1. A company rejected the patent for ____________ telephone.
2. ____________ William Orton was offered the patent for ____________ invention called the telephone.
3. Orton may have made ____________ worst business mistake in history.
4. ____________ Alaska had been considered a burden rather than ____________ asset by ____________ Russia.
5. Replacing the old formula with the new formula proved to be ____________ mistake and the company brought ____________ original formula back quickly.

B. Work with a partner. Imagine you work in your ideal job. Ask and answer about the following things:

your salary and perks	your working environment	your colleagues
travel opportunities	recent business deals	mistakes you have made

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Count/Noncount Nouns

Count nouns name things that you can count. They have singular and plural forms.

Singular Count Nouns	**Plural Count Nouns**
a warning	two warnings
an iceberg	three icebergs

Noncount nouns name things that you can't count: *advice, information, news, time, furniture* etc. They don't use a/an. They don't have plural forms.

Expressions of Quantity: *Some/Any*

Use *some* in affirmative statements. Use *any* in negative statements and in questions. Use *some/any* with noncount nouns and with plural nouns.

Affirmative (+)	**Negative (–)**	**Questions (?)**
There is some news.	There isn't any news.	Is there any news?
There are some newspapers.	There aren't any newspapers.	Are there any newspapers?

Expressions of Quantity: *A Lot of, Much, Many, Enough, Plenty of, (A) Few, Little, Hardly Any*

Count	**Noncount**
How many jobs have you had?	**How much** gold did they sell?
He only has **(a) few** friends.	There's **little** money left.

Use *plenty of, a lot of, hardly any* and *enough* for both plural count and noncount nouns.

She has **plenty of/hardly any** friends. She has **plenty of/hardly any** money.

C. Read the career advice and complete each gap with a word from the box. There is more than one possible answer for some gaps. You will not need to use all the words.

career	high school	occupation	salary	degree	interests	profession
university	guidance	job	qualifications	work		

1. What are you good at? What _____________ is right for you?
2. You should choose a _____________ that you'll find rewarding,
3. If you attend _____________, you'll obtain a degree.
4. If you have _____________, you will earn a higher _____________.
5. You should look at your _____________, and test your IQ.
6. You should choose a satisfying line of _____________ that you'll never find boring.
7. You should ask your teacher for _____________ in order to choose the right path.

D. Work with a partner. Ask and answer about the nouns in exercise **C**. Use quantifiers before the nouns.

A: **How many** part-time jobs have you had?

B: I haven't had **many** part-time jobs but I do have **some** experience working in my father's store. I sold **plenty** of furniture.

A: Do you have **a lot of** interests?

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12 Project

As you know, most modern homes are equipped with a number of inventions, i.e. devices, gadgets and appliances that have become an integral part of our lives. This is the reason we often take them for granted and fail to notice them.

1. Look around your home and make a list of all the inventions that facilitate day to day life, e.g. telephone, microwave oven, printer, etc.
2. Think about where each invention is, what it's used for, and who uses it.
3. Choose 3 or 4 inventions that you think have become almost or completely indispensable for you and/or your family and provide reasons for your choice.
4. Research and collect information about each item and use the chart to make notes.
5. Use your notes to prepare a poster presentation. Make sure you include photos or drawings.

Inventions	1 ____________	2 ____________	3 ____________	4 ____________
History				
Use				
Advantages				
Disadvantages				
Rate of necessity and alternatives				

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13 Self Reflection

Things that I liked about Unit 7:	Things that I didn't like very much:

Things that I found easy in Unit 7:	Things that I found difficult in Unit 7:

Unit 7 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about famous mistakes in history			
discuss personal mistakes			
apologize			
respond to an apology			
use modals in the past: *may have/might have, could have, must have, should have, was/were supposed to*			
use passive modals in the past			
talk about business			
use count and non count nouns with quantifiers: *some, any, a lot of, much, many, enough, plenty of, few, a little, hardly any*			

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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8 Against the Odds

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1 Listen and Discuss

1. Despite difficult or unusual circumstances, things sometimes happen against the odds. People can achieve extraordinary things even when others think it's not possible. What is something you have achieved that you or others thought was impossible?
2. Can you think of situations where different organizations or countries have worked together to find solutions to challenging problems? Tell the class about a situation involving your country or other countries in the world.

G20
SAUDI ARABIA 2020

Global Leaders Take a Stand Against COVID-19

The Group of Twenty (G20) is an international forum for economic cooperation attended by the largest and the fastest-growing economies in the world. Founded in 1999, the G20 brings together leaders from 19 countries and the European Union to discuss the world's most challenging problems.

In December 2019, the Kingdom of Saudi Arabia took over the 2020 G20 presidency. Not long after, the COVID-19 pandemic began to spread across the globe. The scale of the pandemic was so unexpected that most countries were unprepared to deal with it. In response to this emergency, an extraordinary G20 summit was called by King Salman bin Abdulaziz Al Saud to discuss how to deal with the crisis. The G20 leaders met virtually via a video conference on March 26, 2020.

For Saudi Arabia and the rest of the G20 leaders, it was a priority to deal with the pandemic and its effect on global health, societies, and economies. "The unprecedented COVID-19 pandemic is a powerful reminder of our interconnectedness and vulnerabilities," the G20 leaders reported in the statement they issued on COVID-19 after the virtual summit. "The virus respects no borders. Combatting this pandemic calls for a transparent, robust, coordinated, large-scale and science-based global response in the spirit of solidarity. We are strongly committed to presenting a united front against this common threat."

The G20 committed itself to working alongside other major international institutions – such as the World Health Organization (WHO), International Monetary Fund (IMF), World Bank Group (WBG), and United Nations (UN) – to fight the pandemic. The leaders expressed their determination to do everything in their power, both individually and collectively, to achieve the following goals:

Protect people's lives

While pledging to protect all people, the leaders placed an emphasis on protecting those who are most vulnerable. The ways they proposed to achieve this were by sharing information, exchanging data on the disease, sharing materials needed for research and development, and strengthening the world's health systems. They also prioritized manufacturing medical supplies and making them available to regions that needed them the most at affordable prices and as quickly as possible. The need to plan for possible future pandemics and increase research and development funding for vaccines and medicines was not forgotten either.

Safeguard the global economy and trade

The summit's statement outlined measures to minimize the pandemic's economic and social damage, support global

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growth, and make sure that global markets remain stable. This included injecting over five trillion U.S. dollars into the global economy. The G20 leaders expressed their confidence that their response would "get the global economy back on its feet and set a strong basis for the protection of jobs and the recovery of growth."

Another priority included minimizing disruptions to trade and global supply chains, and working to ensure the flow of important medical supplies, agricultural products, and other goods and services across borders.

Improve global cooperation

After expressing their concern with the risks faced by countries, the leaders pledged to help all countries in need of assistance, and especially the developing and least developed countries that might be less able to cope with the situation. They also invited organizations such as the WHO, IMF, and WBG to cooperate further to support these countries facing health, economic, and social problems as a result of COVID-19.

"We are confident that, working closely together, we will overcome this. We will protect human life, restore global economic stability, and lay out solid foundations for strong, sustainable, balanced and inclusive growth," the G20 leaders concluded.

Quick Check ☑

A. Vocabulary. Complete each sentence with a word from the box.

disruption	priority	summit
pledged	safeguard	vulnerable

1. More laws need to be passed to _______ the planet. I don't think we're doing enough to protect it.
2. The student _______ to follow the school's ethical code of conduct.
3. The leaders of 12 African countries attended the _______ to discuss how to improve trade on the continent.
4. Children are the most _______ members of our society, so we should do everything we can to protect them.
5. You can help me wash the dishes, but that isn't a _______. Studying for your exams is much more important.
6. A huge bird flew into our classroom today. It hopped from desk to desk, knocking over books and pens and causing a huge _______ in class.

B. Comprehension. Answer the questions.

1. Why was the summit held?
2. With which organizations did the G20 leaders say they would cooperate?
3. What action did the G20 countries decide regarding medical supplies?
4. In what ways did the G20 leaders plan to help global trade?
5. Which countries would be the focus of G20 assistance?

2 Pair Work

With a partner, make a list of the different ways the COVID-19 pandemic affected life in your country. Then compare your list with the rest of the class.

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3 Grammar

Such...That/So...That

Such and *so* make the meaning of an adjective or adverb stronger. *Such...that* and *so...that* are used to show cause and effect.

such + adjective + noun + *that*

It was **such** a strange experience to see my old friend again **that** I was speechless.
Jake is **such** a determined person **that** he always manages to succeed.

so + adjective or adverb + *that*

Finding my keys on the beach was **so** unlikely **that** I was shocked when I spotted them.
He ran **so** quickly **that** he won the race.

so + *many/few* + plural count noun + *that*

We discovered **so many** similarities between our lives **that** it almost frightened us.
So few people were accepted into the school **that** it's amazing we both got in.

so + *much/little* + noncount noun + *that*

I have **so much** homework **that** I won't be able to go out tonight.
He had **so little** training **that** no one thought he would be accepted to the energy company.

Note: *That* is frequently left out in casual speech.

The book was **so** popular **(that)** it sold out within a week.

Reducing Adverb Clauses

An adverb clause can be reduced to a participle phrase when the subject of the adverb clause and the subject of the main clause are the same. To do this, drop the subject in the adverb clause, and follow it with a gerund.

After we met online, we discovered that we live in the same town.
↓
After meeting online, we discovered that we live in the same town.

I ran into him on the street while I was calling him on my cell phone.
↓
I ran into him on the street while calling him on my cell phone.

A. Complete each sentence with ***such (a/an)***, ***so***, ***so much***, ***so many***, ***so little***, or ***so few***.

1. My grandfather drives _______ slowly that other drivers get annoyed.
2. I got _______ sleep last night that I feel exhausted today.
3. He has _______ big family that he has cousins he hasn't even met.
4. They are _______ good friends that they are more like brothers.
5. The restaurant was _______ crowded that we couldn't get a seat.
6. There are _______ rooms left in the hotel that we'll have to take whatever is available.
7. There are _______ good courses this year that I can't decide which ones to take.
8. That TV has _______ large screen that it feels like you are almost part of the story.
9. There are _______ shoppers in the store today that it looks empty.
10. There are _______ good TV programs on these days that I hardly watch TV at all.

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B. Match the sentences. Then use these ideas to write one sentence with ***so…that*** or ***such…that***.

I'm having *such* a good time *that* I don't want to go home.

1. *d* I'm having a good time.
2. ____ The food was spicy.
3. ____ Emma is a popular name.
4. ____ The school is selective.
5. ____ The company received many complaints.
6. ____ My brother has won many sports trophies.
7. ____ You made a big meal.

a. My mouth burned for half an hour after eating it.
b. We've had to build a shelf to put them on.
c. They only accept one student for every 100 applications.
d. I don't want to go home.
e. We'll never be able to finish it all.
f. There are four girls in the class with that name.
g. They had to recall the product.

C. Rewrite the sentences, reducing the adverb clauses to participle phrases.

While my brother was vacationing in New York City, he visited the Empire State Building.
While vacationing in New York City, my brother visited the Empire State Building.

1. After I finish a large meal, I often feel sleepy.
2. You should always put on sunscreen before you go to the beach.
3. While we waited for the bus, we looked through some magazines.
4. Before they found an apartment to rent, they had looked at dozens of apartments.
5. Before we moved to Riyadh, my family had always lived in the country.
6. Since he joined the social networking site, he has met many new friends.
7. While I was walking down the street, I ran into my old science teacher.

D. Look at the picture. Describe what you see using ***so…that***, ***such…that***, and reduced adverb clauses.

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4 Conversation

Ahmed: Fahd? Fahd?

Fahd: Yes? Hey, aren't you...?

Ahmed: Ahmed! Abdullah's brother. From Jeddah. From back home.

Fahd: I knew you looked familiar, but I couldn't place your face. What are you doing here?

Ahmed: I'm going to school here.

Fahd: No way! That's incredible. Abdullah never mentioned that you were going to college in Beirut.

Ahmed: I didn't know either until a couple of months ago. I applied, but I was put on the waiting list. It was looking iffy there for a while, but I got a break in July. A space opened up. I was so happy that I was on cloud nine for weeks.

Fahd: I can't get over this. What are the chances? I hope we'll see each other around campus. Though, I don't know if we'll run into each other that often. I'll be spending most of my time on the north campus. That's where most of my classes will be.

Ahmed: Why? What are you studying?

Fahd: Pre-law.

Ahmed: No way! I'm studying pre-law, too!

Fahd: OK. Now you're freaking me out.

Ahmed: This is amazing. What dorm are you in? Wait. Don't tell me. I bet you're in Fares Hall.

Fahd: No. Habib Hall.

Ahmed: Whew. I'm almost glad. I don't think I could have handled another coincidence.

About the Conversation

1. How do Ahmed and Fahd know each other?
2. What unexpected coincidences are revealed during their conversation?
3. How does Fahd feel about the coincidences?

Real Talk

iffy = uncertain
break = significant opportunity
on cloud nine = extremely happy
freak (someone) out = to shock or disorient someone

Your Turn

Role-play with a partner. Think of a situation in which two people might be surprised by a coincidence, for example: two people finding out they have the same name, or two friends who run into each other at the mall and find out that they've just bought the exact same item. Role-play the conversation, using phrases for expressing surprise.

Expressing Surprise

How about that!	No way!
I can't believe this!	That's incredible/amazing!
I can't get over this.	This is hard to believe.
I'm speechless.	What are the chances?

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5 Listening

Listen to the story about identical twins who were separated at birth. Then list the similarities between the twins.

How are Alicia and Jenna alike?

6 Pronunciation

Sometimes consonant sounds are left out in casual speech. For example, when a word with a final ***t*** is followed by a word that begins with another consonant sound, the ***t*** is often left out. Listen and practice.

1. They are identical twins who, a**t** birth, were adopted by differen**t** families.
2. The firs**t** meeting was emotional.
3. I though**t** my hear**t** was going to thump out of my chest.
4. I jus**t** dropped the phone.
5. The stranges**t** thing of all is tha**t** we even have the same recurring dream.

7 Vocabulary Building

A. You will see the following words in the reading on pages 126 and 127. Match the words with their meanings.

1. ______ detectable	**a.** remaining whole and unharmed
2. ______ disoriented	**b.** imagining things that are not real
3. ______ exhilarating	**c.** very thin and tired
4. ______ haggard	**d.** able to be found
5. ______ hallucinating	**e.** the quality of radio waves received by a device
6. ______ intact	**f.** very surprising
7. ______ reception	**g.** causing a strong feeling of excitement and happiness
8. ______ startling	**h.** confused

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

Think of a story you've heard about a person who survived a dangerous or difficult situation. Tell the class about it.

Survival Against the Odds

Beating the odds is always a great feeling. Just ask anyone who has been accepted to a selective college, or unexpectedly won an athletic event. But beating the odds is never quite as exhilarating an experience as when the odds are against your survival.

Tami Oldham Ashcraft knows this feeling. At the age of 23, while she was sailing the South Pacific, Ashcraft was caught in a violent hurricane. The 50-foot (15-meter) waves overturned her boat. Ashcraft, who was below deck, was knocked unconscious. When she awoke 27 hours later, the boat had turned right side up again, but the storm had been so violent that the sails were destroyed, the motor was dead, and the radio was lost. Only the rudder, which steers the ship, was intact. Ashcraft was badly injured and disoriented.

Determined to survive, Ashcraft created a sail from scraps of material and charted a path to Hawaii, which was 1,500 miles (2,400 kilometers) away. Traveling only two miles an hour, Ashcraft reached her destination 41 days later. Having lost 40 pounds (18 kilograms) during her ordeal, Ashcraft was thin and haggard when she arrived. However, she was happy and grateful to have beaten the odds. Ashcraft, who still sails, eventually told her tale of survival in a book called *Red Sky in Mourning*.

Another such tale of survival against the odds can be told by Eric Le Marque, a hockey player who played with the French national Olympic team during the 1994 Olympics. One day in February 2004, Le Marque set out for a day of snowboarding in California's Sierra Nevada Mountains. But by the end of the day, Le Marque found himself in a life-or-death situation.

While looking for a good place to snowboard, Le Marque lost his way and ended up in the wilderness at the back of the mountain. Le Marque, who had expected to just be out for a couple of hours, had no food, very few supplies, and his cell phone battery was dead. All he had was a seemingly useless pocket radio. Once he realized he was lost, he decided to keep moving. Unfortunately, he chose the wrong direction and, over the next few days, moved farther and farther away from safety and rescue. Knowing that eating snow lowers body temperature, Le Marque ate only tree bark and pine seeds.

After a few days Le Marque had an idea that may have saved his life. He turned the pocket radio into a kind of compass. He noticed that whenever he pointed the radio in a certain direction, the reception for a local radio station grew stronger. Using this radio reception as a guide, Le Marque switched direction and started walking towards safety and, ultimately, rescue.

For days, Le Marque struggled through hunger, freezing temperatures, and 12-foot (4-meter) deep snow. By the eighth day, Le Marque was so weak and his legs were so frostbitten that he could no longer walk or even stand. He was in such bad condition that he began hallucinating that his situation was just a video game. He recalls thinking, "The game is over. Let's reset it. I give up." Le Marque was at the point of exhaustion and death when he was found by rescuers in a helicopter. Although he lost his legs to frostbite, Le Marque's survival experience left him with more of an appetite for life than ever before. After being fitted with artificial limbs, he vowed to go snowboarding again. Only in the future, he plans to be much better prepared.

Occasionally, some owe their survival not to struggle, but to nature. Take the startling case of Mitsutaka Uchikoshi. One ice-cold October day in 2006, Uchikoshi had been with a group on a mountain in western Japan. After wandering off into a field on his own, Uchikoshi tripped, hit his head, and was knocked unconscious. As Uchikoshi remembers,

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"I was in a field, and I felt very comfortable. That's my last memory." He remained unconscious in almost-freezing temperatures without food or water for more than three weeks.

When he was found in the freezing field 24 days after his fall, he did not seem to be breathing and had no detectable pulse. His body temperature was nearly 30 degrees below normal, and his organs had nearly shut down. Doctors assumed he was dead. Yet something incredible happened while he was at Kobe City General Hospital: He woke up! Even more incredibly, Uchikoshi, who was treated for severe hypothermia and blood loss, made a full recovery. Doctors believe that Uchikoshi's body went into a state similar to hibernation. In hibernation, the body temperature of an animal is lowered and its breathing and heart rate slow down. Hibernation reduces the need for food and protects animals from damage to the brain and other organs.

Stories like these remind us that even when we are in a situation that seems impossible, we should never give up hope. After all, there is always a chance that you will succeed—against the odds!

After Reading

Answer the questions.

1. How did Ashcraft beat the odds?
2. What condition did Ashcraft return in?
3. How did Le Marque end up in such a dangerous situation?
4. What were two decisions Le Marque made that helped him survive?
5. How did Uchikoshi end up unconscious in an ice field?
6. How was the state Uchikoshi ended up in similar to hibernation?

9 Speaking

1. Work in pairs/groups. Think about emergency situations that are life-threatening, such as being stranded in the desert, getting caught in a storm, being trapped in a cave in freezing weather, or being buried under the ruins of a building after an earthquake. Talk about survival stories that you have read or heard about.
2. What qualities and attitudes can help a person beat the odds in a survival situation? Do you think some people are better able to survive than others? Why? Why not?
3. Use the situations in the chart below or add your own. Some notes have been made for you. Add your own ideas and talk about them in class. Compare ideas with other pairs/groups.

	Survival situation	Helpful attitudes	Helpful actions
1	trapped in a building after an earthquake	have a strong will or determination to live	defeat negative thoughts and fears; do not panic
2			
3			
4			

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10 Writing

A. 1. What makes the Kingdom of Saudi Arabia a strong and wealthy nation?

2. How can it become an even stronger global economy?

3. Read the text and find out.

- Are some of your ideas included in the text?
- Is there new information? What is it about?
- How are the following defined in the text?
  - a vibrant society
  - a thriving economy
  - an ambitious nation

The Kingdom of Saudi Arabia is blessed with an abundance of untapped, natural resources and growth opportunities. Its real wealth, however, lies in the abilities and potential of the nation's society. Saudi Arabia is an exceptional nation due to its Islamic faith, national identity, culture and heritage.

A vibrant society will be the foundation of Saudi Arabia's 2030 vision. A society whose members enjoy a fulfilling and secure life in an attractive and sustainable environment, and are empowered by social and health care systems that ensure their physical, psychological, and social well-being.

The Saudi society is defined by its adherence to Islamic values and its family orientation. It is essential, therefore, to support and empower families so that they can develop their children's talents and character, and have an active role in their education.

The Saudi nation cherishes the honor bestowed upon the Kingdom to welcome and serve an increasing number of pilgrims and visitors every year. The expansion of the Two Holy Mosques and the upgrading of services and facilities had helped to cater for 15 million visitors from its development until 2020. These improvements will continue to ensure that all pilgrims are well looked after when they visit.

Culture and entertainment are an integral part of a fulfilling life. To this effect, projects will be launched to establish libraries, galleries, and museums and provide different types of entertainment.

A thriving economy offers equal opportunities for all citizens through an updated, high quality educational system aligned with the employment needs of a dynamic market. Access to economic and employment opportunities will be available for entrepreneurs, small and large enterprises. The Kingdom's diversified economy and streamlined business services will attract new talent and investments. Saudi Arabia's strategic position will make it the logistical hub connecting Europe, Africa, and Asia.

Investment capabilities will be maximized through the ongoing privatization of state owned assets and agencies. New sectors will enrich national economy. Telecommunications and information technology, including high-speed broadband, will be developed in and around cities and rural areas.

An effective, transparent, responsible, accountable, enabling, and high-performing government is a fundamental prerequisite for **an ambitious nation**. In view of this, all the necessary steps will be taken to ensure that relevant services and regulations are in place to foster the ongoing growth and development of the private and non-profit sectors. Our goals and commitments include programs that will contribute to the effective restructuring of government agencies, fiscal management, regulations, and performance management programs.*

* *Adapted from the text of the Vision Programs at https://vision2030.gov.sa/en and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques King Salman bin Abdulaziz Al Saud.*

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B. 1. Write about your vision of the future. Choose an area/sector that you would like to focus on. Here are areas that you might like to choose from:

Sports • Technology • Education/Schools • Culture
Cities • Energy • Sustainability • Health • Social Services
Water Management • Employment • Buildings/Construction
Entertainment • Business • War on Drug Smuggling

2. Research and find out more about:

- Saudi Arabia 2030 Vision
- Other projects and information relevant to your chosen area of focus

3. Write your essay.

Features, factors, facilities, support, and resources	Available Now	2030	2050

Cities of the Future

I can visualize different versions of cities in the future but they all share one essential characteristic. They are protected by a bio-dome, built to make the most of light and renewable energy and prevent the damaging effects of radiation.

As a city expands, new adjacent domes are constructed around the initial mega dome. A satellite view of the city would show it as a number of "bubbles" in the shape of a flower, with or without a stem, or a string of bubbles in a geometrical shape, and so on...

Strict building regulations will prevent arbitrary constructions and determine the type of materials to be used...

Writing Corner

When you write about your vision:

- **close your eyes and visualize, i.e. create imaginary mental pictures.**
- **hold the image in your memory and make notes (write key words, e.g. adjectives, nouns, etc. that describe the image).**
- **address your readers directly.**
- **think about what they might know or have seen in images, films, science fiction, documentaries, and other sources.**
- **use vivid descriptions and similes.**
- **be imaginative and creative.**
- **use a thesaurus or dictionary to help you.**
- **draw a picture.**

Edit the following examples to make them more reader-friendly and imaginative.

1. Residential districts are constructed according to a set of pre-approved plans and are required to use sustainable technologies.

___

2. The domes function as filters of urban biospheres with thriving indoor and outdoor vegetation in all available spaces.

___

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11 Form, Meaning and Function

Past Progressive

Use the past progressive (*be* + present participle) to describe a long action that is interrupted by a short action.
As Figlock **was walking** down a Chicago Street, a baby **fell** from a fourth-story window. A year later, while he **was passing** by that same building, the same baby **fell** out of the same window and **landed** on Mr. Figlock.

Use the past progressive when we describe what was happening at a specific time in the past.
Q: What **were** you **doing** at three o'clock today? **A:** I **was driving** home from work.

Use the past progressive when we talk about a temporary state or action.
Q: Have you always lived in Riyadh? **A:** No. A few years ago, I **was living** in Dubai.
Q: What **were** you **doing** in Dubai? **A:** I **was studying** for my degree.

Use the past progressive with *always* to describe a repeated or annoying action.
My old car **was always breaking** down so I bought a new one.

Use the past progressive to describe two actions that were happening at the same time.
On June 6, 1980, Edwin Robinson **was** out **walking** and looking for his pet chicken during a thunderstorm when he was struck by lightning.

Was/Were Going To and *Was/Were About To*

Use *was/were going to/about to* + base form to refer to actions that were intended but probably didn't happen.
I **was going to study** Engineering, but my father advised me otherwise.
They **were** just **about to leave** when the phone rang.

A. Complete the news report using the verbs in parentheses. Use the passive and active simple past, the past progressive tense and ***was/were about to***.

The last thing 17-year-old Ricardo Gordon remembers ______________ (**1.** be) that a storm ______________ (**2.** be about to) come, and he ______________ (**3.** rush) to get inside. Next thing he ______________ (**4.** know), he ______________ (**5.** lie) in a hospital bed. Here is what ______________ (**6.** happen). Ricardo ______________ (**7.** listen) to the live broadcast of the football game when lightning ______________ (**8.** hit) him. As a result, his hair and ears ______________ (**9.** burn), and he ______________ (**10.** have) dark spots all over his body. The wounds on his body ______________ (**11.** follow) the wire of his smartphone, from his ears down to his hip, where he ______________ (**12.** carry) the device. The electric current ______________ (**13.** travel) from his smartphone to his headphones. Ricardo is lucky to be alive!

B. Work with a partner. Look at the newspaper headlines and imagine the story. Tell the story.

British Burglar Says "Sorry" with Flowers

Paper Boy Steals Truck to Speed Up Deliveries

Criminals with Big Plans, Small Car

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Past Perfect Tense

Use the past perfect tense (*had* + past participle) to indicate an action that happened before another action in the past

When Edwin Robinson was struck by lightning he **had been** blind and deaf for almost 10 years.

Past Perfect Progressive and Past Simple Tense

We use the past perfect progressive when the activity was in progress at the time another activity or event happened in the past.

King Umberto of Italy **had been climbing** into his carriage when he was assassinated.

C. Complete the sentences using the verbs in parentheses. Use the simple past and the past perfect forms.

1. Ahmed ______________ (cook) his favorite meal when the pan ______________ (catch) fire.
2. By the time we ______________ (arrive) at the picnic, the rain ______________ (stop).
3. Dinosaurs ______________ (be) extinct for millions of years before the first humans ______________ (appear).
4. I ______________ (never, travel) outside my country until I ______________ (go) to Disney World last summer.
5. We wanted to get a picture of the meteorite, but when we ______________ (arrive), the police ______________ (already, take) it away.

D. Read the article from a small-village newspaper about a local amateur car repairer. Complete the article with the correct form of the verbs. For some answers, both the simple past and the past perfect forms are possible.

Hobbyist Engine Repairer Forgets Important Detail

HILLCREST, Texas—John Wilkinson, an amateur car mechanic, ______________ (**1.** attempt) to fix his car's engine after it started to make strange noises.

Wilkinson ______________ (**2.** spend) weeks planning every detail of the repair. He ______________ (**3.** buy) all the extra tools he required, and ______________ (**4.** take) the engine off his car.

Wilkinson ______________ (**5.** feel) confident that he ______________ (**6.** plan) all the delicate work completely and correctly. The repair itself ______________ (**7.** go) off without a hitch. The problems began when Wilkinson ______________ (**8.** try) to test the engine after three days of work in his garage.
Wilkinson ______________ (**9.** decide) to run the engine after he put everything back in place. He ______________ (**10.** leave) the engine running for a long time to test it. He then ______________ (**11.** try) to drive the car to check that all was working perfectly but the engine suddenly stopped. Wilkinson was very worried that something had gone wrong with the engine, but he then ______________ (**12.** discover) that he ______________ (**13.** make) an incredibly foolish mistake. He ______________ (**14.** think) so much about repairing and checking the engine, that he ______________ (**15.** forget) to fill the gas tank before starting the test drive!

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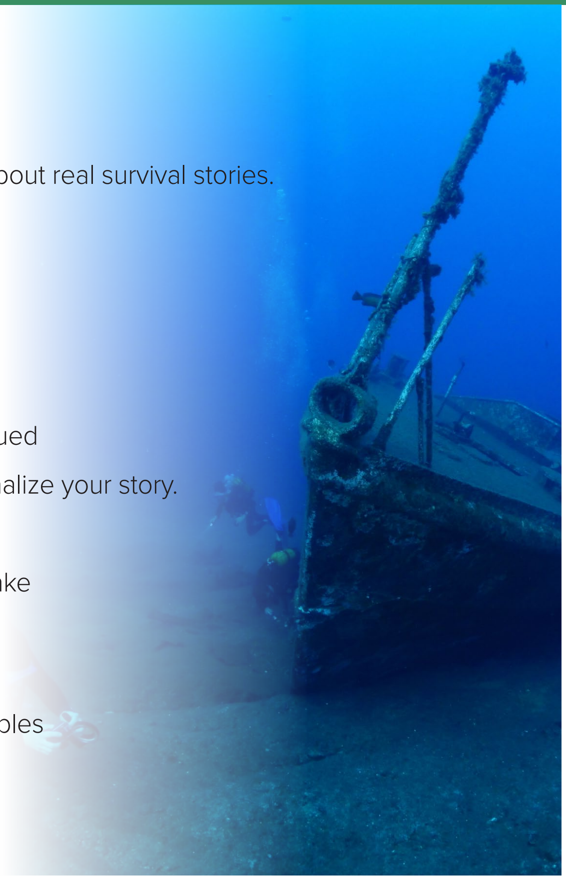
12 Project



1. Work in pairs/groups. Research and collect information about real survival stories.
2. Use a real story or create your own. Think about:
   - the setting (where the story took place)
   - the people/person involved
   - the circumstances
   - the survivor's attitude
   - the survivor's actions and frame of mind
   - how the survivor managed to save himself or was rescued
3. Make notes in the chart and use them to organize and finalize your story.
4. Make a comic strip or a storyboard with your story.
5. Share the work among members of your group. If you make a comic strip decide on:
   - what will go in each frame
   - whether you will use captions to narrate the story
   - whether you will use speech bubbles and thought bubbles to show what each person is thinking or saying
   - what you will write in the captions
   - what you will write in the bubbles
6. Display your comic strip in class and act it out.

A Survival Story	
The people/person involved	
The setting/location	
The circumstances	
The problem	
The survivor's attitude/feelings	
The survivor's actions	
The final outcome	

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13 Self Reflection

Things that I liked about Unit 8:	Things that I didn't like very much:

Things that I found easy in Unit 8:	Things that I found difficult in Unit 8:

Unit 8 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss remarkable events and coincidences			
express surprise			
use *such…that/so…that*			
reduce adverb clauses			
use the past progressive			
use *was/were going to; was/were about to*			
use past perfect forms and past simple			

My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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9 Beauty Is Only Skin Deep

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1 Listen and Discuss

1. What does the expression ***Beauty is only skin deep*** mean?
2. Which do you think is more important: beauty or intelligence? Why?

The Hairbrush

Hairbrushes have been around for thousands of years. However, you may be surprised to learn that until recently they were only used by the wealthy and privileged. The upper-class ancient Egyptians used hairbrushes made of animal hair, porcupine quills, shells, and bone for combing and to remove lice and other pests that got tangled in their hair. Brushes were manufactured for the first time in 1777 by an English company. The bristles came from wild animals and were stitched into the brush by hand. It is not surprising that these brushes were quite expensive. It wasn't until the beginning of the 20th century that brushes began to be manufactured by machine and to be produced with cheaper, synthetic materials, like nylon bristles. With these developments, brushes became extremely common.

Lipstick

Ancient Egyptian women made lipstick from a red dye extracted from seaweed and the poisonous element iodine. It was eventually discovered that this early form of lipstick made women very sick. Cleopatra had a safer, although not very appealing, recipe for lipstick: It was made from ants and beetles. The ants were used as the base, and crushed carmine beetles for their deep red color. In 1884, the first modern lipstick was introduced in Paris. It was a solid stick made of castor oil, beeswax, and animal fat. By the 1940s, the use of lipstick by famous wealthy women had led to its widespread popularity. During this period, rotating lipstick in a tube was invented. Today, the average woman owns eight lipsticks!

Deodorant

The ancient Egyptians worked hard to hide body odor. They put perfume in their baths and applied great quantities of it to their underarms. They tried using many odd items like incense and porridge as deodorant. The ancient Greeks were also afraid that they might give off an odor. Like the Egyptians, they bathed constantly and wore a lot of perfume. The Romans took this obsession a step further: They soaked their clothes in perfume, and even put it on their horses and household pets. The first trademarked deodorant, a paste called *Mum*, didn't appear until 1888. In the mid-1950s, the ballpoint pen inspired the first roll-on deodorant. Today deodorants are a multi-billion dollar industry and are as common as toothpaste in most homes.

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Nail Polish

Nail polish can be traced back to around 3,000 B.C.E in both China and Egypt. Chinese nail polish was a mixture of beeswax, gelatin, egg whites, and a gum from a special tree. Nail color represented social class. During the Chou Dynasty, around 600 B.C.E, the royal colors were gold and silver, so these were the colors worn by royalty and the upper class. Lower-ranking women were only allowed to wear pale colors. If they wore royal colors, they could be put to death. Ancient Egyptian men and women of high social rank stained their nails with red henna. Military commanders in Egypt and early Rome felt that it was important to be well-groomed before going into battle. It is strange, but true, that they spent hours before a battle having their hair curled and their nails painted.

Modern nail polish was invented in the 1920s. Its formula is very similar to the formula for car varnish.

Quick Check ☑

A. Vocabulary. Complete each sentence with a word from the box.

appealing	extracted	privileged	traced
elements	obsession	synthetic	

1. She seems to have an _______ with handbags. She can't stop buying them.
2. The outbreak of food poisoning was _______ to a shipment of bad tomatoes.
3. The scientist _______ genetic information from the skin sample.
4. Iron, copper, oxygen, and carbon are all examples of _______.
5. There are no natural materials in this shirt. It's all _______.
6. You should feel _______ that you get to attend one of the best universities in the country.
7. The food was left out overnight, so it no longer looked very _______.

B. Comprehension. Answer the questions.

1. What were hairbrushes made out of thousands of years ago?
2. What are some of the different ways that lipstick has been made throughout history?
3. How did the ancient Egyptians try to hide their body odor?
4. What did nail polish represent in ancient Egypt and China?

2 Pair Work

Work with a partner to make a list of the four most important cosmetics or toiletries. Explain to the class why you chose these items.

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3 Grammar

Noun Clauses Beginning with *That*

A noun clause is a dependent clause that is used to make a statement within a statement. Some noun clauses are introduced by the word *that*. However, *that* can be left out, especially in speaking.

I think (that) **beauty is about what is on the inside of a person**.

Noun Clauses After Verbs

A noun clause can follow certain verbs, such as:

believe (that)	expect (that)	hope (that)	remember (that)
complain (that)	fear (that)	imagine (that)	suspect (that)
decide (that)	feel (that)	know (that)	think (that)
discover (that)	find out (that)	learn (that)	understand (that)
dream (that)	forget (that)	notice (that)	

I **noticed** (that) she didn't put any make-up on today.
Do you **think** (that) beauty products make some people look better?

Noun Clauses After Adjectives

A noun clause often follows *be* + certain adjectives, such as:

be afraid (that)	be certain (that)	be happy (that)	be surprised (that)
be amazed (that)	be disappointed (that)	be lucky (that)	be worried (that)
be aware (that)	be glad (that)	be sure (that)	

She doesn't seem to **be aware** (that) her dress is no longer in style.
Are you **sure** (that) these products are not tested on animals?

Noun Clauses as Subjects of Sentences

A sentence can have a noun clause as its subject. These sentences usually begin with *it*. Common expressions that begin sentences with noun clauses as the subjects include:

It is a fact (that)	It is obvious (that)	It is strange (that)	It is true (that)
It is funny (that)	It is possible (that)	It is surprising (that)	It is unlikely (that)

It is surprising (that) toothbrushes only became common in the 20th century.
It is obvious (that) many beauty products contain unhealthy chemicals.

A. Complete each sentence with a verb + ***that***. Be sure to use the correct form of the verb. In some cases, more than one answer is possible.

I couldn't *believe that* you told him your secret.

1. Don't _______________ you are supposed to meet us at the restaurant at 7:30 tonight.
2. We're sorry to hear that you're sick. We _______________ you get better quickly.
3. I _______________ you like that color, but I think you look better in green.
4. She's always _______________ it's too hot or too cold.
5. I _______________ you were going to come to the park with us.
6. The police _______________ the criminal escaped the country.
7. I _______________ you haven't eaten anything on your plate.

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B. Read and respond to each item. Include a noun clause in your response.

Talk about something you learned recently.
I recently learned that a communications company once rejected Alexander Graham Bell's idea.

1. Talk about something you saw recently.
2. Talk about a complaint you made recently.
3. Talk about a decision you made recently.
4. Talk about something you believe.
5. Talk about a dream you have for the future.
6. Talk about something you will always remember.
7. Talk about something you expect to happen in the future.
8. Talk about something people often forget.

C. Combine the ideas in each pair of sentences into one sentence. Use a noun clause.

The next bus is due to arrive at 6:00. I'm sure of it.
I'm sure that the next bus is due to arrive at 6:00.

1. She's worried. She thinks she's going to fail the class.
2. We're going to have a mid-term exam. Are you aware of that?
3. We're lucky. We had good weather for the picnic.
4. He drove all the way here from his house. I'm amazed.
5. Joanne passed the exam. I'm certain.
6. He didn't get the job. He's really disappointed.
7. The summer is finally here. I'm glad about that.
8. Don't you like coffee? I'm surprised.

D. Look at the picture. Describe the scene and how you think each person feels. Use noun clauses.

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4 Conversation

Sophie: I'd like to speak with a manager.

Anne: I'm the manager. How can I help you?

Sophie: Look at my hair!

Anne: It's lovely.

Sophie: I'm not going to beat around the bush. I am very upset with this haircut. It's by far the worst haircut I've ever gotten. The hairstylist didn't listen to me at all. This is not the style I asked for. I'm fit to be tied.

Anne: I'm sorry you didn't get what you were expecting. But I have to tell you, I saw you when you walked in. I did a double take when I saw you after the haircut. I think this style really suits you. It's a dramatic improvement.

Sophie: But it's too short and it has all these layers! I look ridiculous.

Anne: Not at all! You just aren't used to it. Trust me. It brings out your eyes, and it makes you look more sophisticated.

Sophie: You're just trying to make me feel better.

Anne: No, I'm being entirely honest. You look elegant and sophisticated.

Sophie: I have a wedding to go to this weekend, and I wanted to look my best.

Anne: Perfect! You're going to blow them away with your new style.

Sophie: You really think so?

Anne: Absolutely. I'll tell you what: See what happens at the wedding. If your family and friends don't like it, come back next week, and we'll give you any haircut you want on the house.

Sophie: Well, OK. I guess that's fair.

About the Conversation

1. What was Sophie's complaint?
2. How did Anne respond?
3. How did Sophie's attitude change by the end of the conversation? Why?

Real Talk

beat around the bush = speak indirectly
by far = by very much; obviously
fit to be tied = very angry
did a double take = looked again in surprise at someone or something
blow them away = really impress them
on the house = free

Your Turn

Role-play with a partner. Think of a situation in which someone might make a complaint about a service or product. Pretend you are the customer and make the complaint. Your partner, who has given the service or represents the business, responds to the complaint.

Making a Complaint

I am very unhappy/upset about/with...
I insist that you...
I want to make a complaint.
I'd like to speak with a manager.
I'm not (at all) satisfied with this (situation).
I'm sorry to have to say this but...
This is completely unsatisfactory.
This is not what I expected/is nothing like...
This...is too...

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5 Listening

baby food

cabbage

cotton balls

Listen to the lecture given by a nutritionist about fad diets. Then complete the chart.

	Name of Diet	Idea Behind Diet	Problems with Diet
1.			
2.			
3.			

6 Pronunciation

Affirmative auxiliary verbs are usually not stressed in sentences unless they are used for special emphasis. However, negative auxiliary verbs *are* stressed within sentences. Listen and practice.

1. One recent fad diet that **was** popular with some famous people **was** the baby food diet.
2. Baby food **has** a texture and taste that is unappealing to adults.
3. The small portions **aren't** enough to keep an adult healthy.
4. It **doesn't** provide any of the vitamins and nutrients a person needs to survive.
5. This diet **isn't** guaranteed to result in weight loss.

7 Vocabulary Building

A. You will see the following words in the reading on pages 140 and 141. Match the words with their meanings.

1. ______ emerge — **a.** idea of perfection
2. ______ famine — **b.** done from feeling rather than reason or learned behavior
3. ______ ideal — **c.** the relationship of one part of something to another part in size and shape
4. ______ instinctive — **d.** appear
5. ______ plump — **e.** something against which other things are measured
6. ______ proportion — **f.** change in form; be different from
7. ______ standards — **g.** serious food shortage
8. ______ vary — **h.** slightly overweight

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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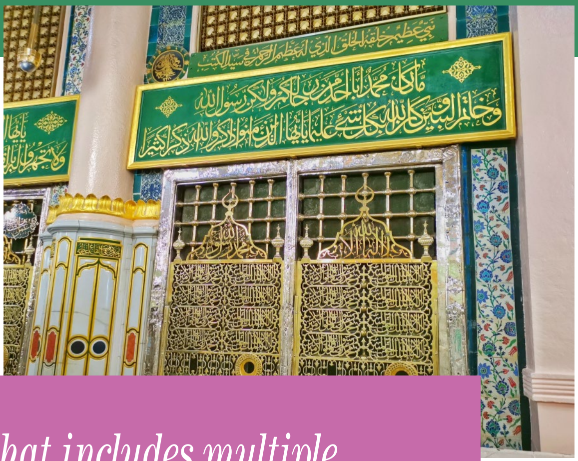
8 Reading



Before Reading

1. After reading the quote, discuss how beauty is defined in Islam.
2. Describe the features that you notice when you first meet someone.

Beauty in Islam is a broad aesthetic and moral concept that includes multiple spiritual, intuitive, physical and material dimensions. It involves feelings and practices related to taste, art, ornamentation, splendor, and beautiful manners. It covers both the individual as well as the community and form as well as content.

Changing Concepts of Beauty in History

Most societies place great value on beauty whether in art and architecture, fashion and appearance, or design and advertising. Throughout history, elegance and beauty have been the subjects of admiration and fascination. In modern times, we have competitions to find the most beautiful person or magazines to tell us about trends in fashion and design, and a billion-dollar cosmetics industry built around looking and feeling beautiful. Yet despite the importance placed on beauty, one question remains: What *is* beauty?

The ancient Greeks thought that proportion was the key to beauty. The Greeks believed that they had discovered the mathematical formula that represented perfect beauty, which was based on proportions in nature. According to this formula, for example, the ideal face was two-thirds as wide as it was high. Modern research has proven that the basic concept of the Greeks' formula, if not the formula itself, was correct: Beauty does seem to relate to proportion and balance. When related to beauty, these qualities are called *symmetry*. A perfectly symmetrical face, just like a symmetrical flower, would have a left side that is identical to its right side. Research has shown that the more symmetrical an object or a face is, the more beautiful it is believed to be.

You might assume that this response to symmetry is something we learn. However, research has shown that the human appreciation for symmetry is instinctive. It has been found that babies will spend more time staring at pictures of symmetrical objects than they will at photos of asymmetrical objects. Not only is this response instinctive, but it does not appear to vary from one culture to another. In a study conducted at the University of Louisville, Kentucky, participants from thirteen different countries were shown pictures of a number of different people. All the participants rated the attractiveness of the people in the same way. They all gave the highest ratings to the people with the most symmetrical faces.

While it is true that people across all cultures tend to admire symmetrical features, standards of beauty do vary from one culture to another and from one time period to another. For example, each of the following was considered beautiful at a certain time and place, but would not be considered so today:

- During the Elizabethan era in England, women thought that high foreheads were elegant. So, they plucked inches of their front hair to achieve this look.
- Also during the Elizabethan era, women brushed egg whites over their faces in order to have a glazed look.
- In ancient China, the belief that it was elegant for women to have tiny feet led to foot binding.
- From the 14th to 19th centuries in Europe, women would bind their waists. The binding was sometimes so tight that often women could not breathe properly and sometimes fainted.

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Another example of how the concept of beauty and fashion changes with time is the way attitudes toward weight have changed through the ages. In Europe between 1500 and 1900, a plump figure was considered very attractive. Famine was widespread, so plump figures represented health and wealth. During that period, it was common for people to pad themselves in order to look heavier.

In the 1900s, fears of food shortages started to diminish, and with it, so did the chubby figure. A new ideal began to emerge: Thin was in. Of course, this trend has continued to today. Because there is an overwhelming amount of fattening food available in most developed countries, it is now considered more attractive and healthy to be thin.

Today, fashion and beauty products are usually associated with women. However, this, too, is the result of a change that took place over time. In fact, the male form was the original standard of beauty in Western culture. The muscular and fit male athlete was the ideal of elegance. For hundreds of years, make-up was associated with both women and men. Men in ancient Greece, Egypt, and Rome wore make-up on their faces and nails. Roman men even had some bizarre beauty practices of their own, such as the habit of bathing in crocodile water to improve their skin. Men's grooming and make-up went in and out of style a number of times through history, before becoming very unfashionable during the industrial age of the early 1800s. However, there are signs that masculine concern for appearance is making a return, as more men are joining gyms and opting to use skin care products than ever before.

The standards for beauty and fashion have changed frequently throughout history and will, no doubt, continue to do so. However, one thing unlikely to ever change is people's fascination with beauty.

After Reading

Answer the questions.

1. How did the ancient Greeks view beauty? What did they base their formula on?
2. What is *symmetry*? How does it relate to beauty?
3. What has research shown?
4. Give an example of something considered beautiful at a certain time and place in history.
5. How have attitudes toward body weight changed over time?

9 Speaking

1. Think about and compare inner and outer beauty. Work in pairs/groups.
2. Make notes of your ideas in the chart. Then use your notes to present and discuss your ideas in class.

	Inner beauty	Outer beauty
Advantages		
Disadvantages		

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10 Writing

A. **1.** How important is wealth, in your view? What can it buy? Make a list.
2. Are there things that “money cannot buy”? What are they?
3. Why do you think most people are interested in earning enough money for their families? What kind of expenses do they need to cover?
4. Read the text and find out.
- What is the writer’s view on the issue?
- What arguments does he use to support his view?
- What kind of examples does he use?

5. Do you agree or disagree with the writer? Why? Why not?

The importance of wealth

Although a lot of people say that money is not everything, I think wealth brings far more benefits than problems. It is common knowledge that people who are well off have easier lives. They don’t have to worry about living expenses, household bills, school tuition, medical bills, and a lot more.

Consider a person who has three children. He is educated and holds a reasonable job with a reasonable salary. However, one of his children develops a condition that requires ongoing care and costly medication, while the other two are planning to study law and medicine. They expect to eventually go abroad in order to complete their postgraduate studies and specializations. His wife, who used to teach, can no longer work as she has a problem with her eyes. How is he going to manage?

It is obvious that this otherwise happy person with a happy family is faced with a predicament. He has to decide whether he can support everyone’s plans and dreams or prioritize things in a way that will allow for partial satisfaction. In other words, should he encourage his two healthy children to go ahead and study but not expect to specialize abroad; or should he reduce medical expenses by moving his sick child to a cheaper facility? On the other hand, they are all his children, and he doesn’t want to discriminate against any of them. He wishes he could find a way to fund everything and not displease anyone. In addition, his wife is going to need surgery soon.

I think the situation above demonstrates the importance of money as a means of providing and catering for a family’s needs in a satisfactory manner. None of the problems that worry the father day and night and have changed his mood and personality would exist, if he had the funds. Naturally, wealth cannot buy happiness if there is none to be had. On the other hand, it can help sustain it in cases like the one described.

So, regardless of how materialistic this might sound, I believe that money is important. What I would like to say to those who claim that health is more important is that, although this might be true, it is equally true that having money can preserve a sense of well-being and health more effectively than not.

6. Read the text again and answer the questions.
- How many paragraphs are used? What is the theme of each paragraph?
- Identify the thesis statement and supporting argument.
- What does the writer use to support his view?
  a. Examples
  b. Questions to the reader
  c. Opposing views and comments

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B. **1.** Write a persuasive essay to answer the question: ***Is beauty important?***

2. Think of reasons why beauty is or is not important, and write them in a chart. Use your chart to help you decide what viewpoint you will take in your essay.

3. Write your essay.

Beauty is important because...	Beauty is not important because...

The Importance of Beauty

Although some say that being beautiful has its drawbacks, I think beauty brings far more benefits than problems. When I say 'beautiful', I mean healthy, well-groomed, and attractive. It is obvious that looking good on the outside also makes one feel good on the inside...

Writing Corner

When you write a persuasive essay:

- **Think about opposing views and arguments.**
- **Consider your viewpoint.**
- **Use arguments that support your view.**
- **Use arguments that weaken the opposing view.**
- **Address your reader in as friendly a manner as possible.**
- **Address opposing views as if you can hear the reader's thoughts.**
- **Do not patronize your reader and do not be aggressive.**
- **Reflect on the things that put you off and lead you to stop reading something, and avoid such things when you write.**

1. What do you think the effect is going to be if a writer is patronizing or aggressive? Why?

____

2. How do you react if you get the impression that the writer is not very considerate or fair with the reader?

____

____

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11 Form, Meaning and Function

Need to Be (Done)

The hairbrushes need to be produced more cheaply. (= Someone needs to produce the hairbrushes more cheaply.)
The zipper on my handbag needs to be replaced. (= Someone needs to replace the zipper on my handbag.)

Have/Get Something (Done)

Use *have* or *get*, with the past participle, when someone else does the service for you.

I **will have/get** my hair **cut** tomorrow.
I'm having/getting my hair cut tomorrow. What style should I ask for?
I'm going to have/get my hair cut next week. I need to book an appointment.
I **had/got** my hair cut yesterday. What do you think?

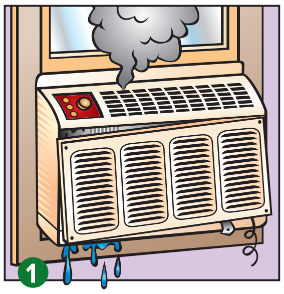
Past Participles as Adjectives

break–**broken**	The zipper was **broken**. He fixed the **broken** zipper.
crack–**cracked**	The mirror was **cracked**. I threw away the **cracked** mirror.
damage–**damaged**	The computer was **damaged**. The technician repaired the **damaged** computer.
tear–**torn**	The shirt was **torn**. The tailor sewed the **torn** sleeve.

A. Say what is wrong with the following items. Then say how the things should be fixed. Use the words in the box to help you.

dry-clean	repair	replace	sew	sharpen	fix	mend

The jacket is stained. It needs to be dry-cleaned.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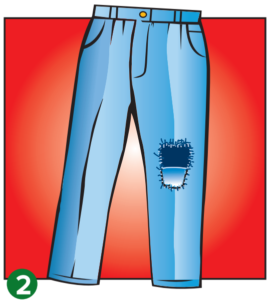
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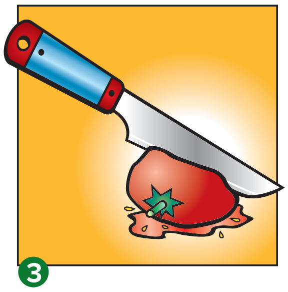
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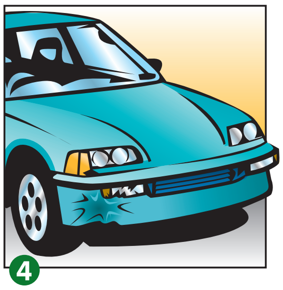
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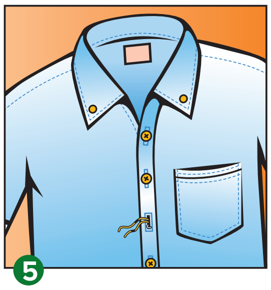
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7

B. Work with a partner and make a list of services you have used in the past. Talk about what **you had** or **got done**. Were you satisfied with the service provided?

A: I **got** my hair **cut** last month. The style of haircut was not what I asked for! I was not happy at all.

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Present and Past Participles

Use a participle clause to give more information. Use the present participle (the –ing form) when the meaning is active.

Companies **selling** beauty products understand the importance most societies place on appearance.
People **arriving** early will be given priority seating.

Use the past participle (the *–ed* form) when the meaning is passive.

The cosmetics industry, **built** around making people look and feel more beautiful, is worth a billion dollars.
The jewelry **stolen** last week has been found.

Participle Clauses With Conjunctions and Prepositions

Use the *–ing* form of the verb after these conjunctions and prepositions: *while, before, after, on, without, instead of.*

While working out at the gym, he saw an old school friend.
Before exercising, you should have a medical check up.
On arriving at the school, you should give your name to the person on the front desk.
Instead of going to the gym, he decided to play football.

Past and Present Participial Adjectives

The past participle and the present participle forms of a verb can also be used as adjectives.

Past participles generally end in *-ed* (but can also end in *-d, -t, -en,* or *-n*) and describe how someone feels.

Mariam and Mona were **excited** about visiting the new store.

Present participles always end in *-ing* and describe what causes the feeling.

Looking at jewelry for a wedding is **exciting**.

C. Rewrite the sentences using a past or present participle so that the meaning stays the same.

Mona tried on gold earrings. Mariam told her about the wedding plans. (while)
While Mariam told her about the wedding plans, Mona tried on gold earrings.

1. The train which is arriving on Platform 3 is the 10:33 Fast City Link. (arriving)
____
2. The doctor who they called out lives nearby. (called)
____
3. They didn't go home. They went to the park instead. (instead of)
____
4. He was listening to the football game on the radio and at the same time he did his homework. (while)
____
5. The stock market crash which occurred in 2008 affected many people around the world. (occurring)
____
6. The news that Jack hadn't been accepted to his first choice of university was disappointing. (disappointed)
____
7. As soon as you arrive at the airport, you must check in your bags. (on)
____

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12 Project

1. Work in pairs/groups. Research 2 or 3 cosmetic products, such as a shampoo, conditioner, skin cream, lotion, etc., and collect information about their:
   - ingredients
   - testing
   - purpose
   - promotion
2. Study the promotional material you have discovered, e.g. leaflet, prospectus, website, poster, etc., and find out what the product claims to do. For example, a shampoo might claim to remove dandruff miraculously after a few uses. Does it?
3. Find out if the claim is true or not. Ask people and search for information on the Internet.
4. Use the chart to make notes. Then use your notes to design and prepare a poster presentation. Remember to use photos or illustrations.
5. Try to find out which products the product in question is competing against in the market. Collect information about them.
6. Share parts of your presentation within your group. Present in class. Allow 5 minutes for questions and answers after each presentation.

Cosmetic	1 ________	2 ________	3 ________
Ingredients			
Purpose			
Claim			
Facts			
Source of facts and evidence			
Competing products			

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13 Self Reflection

Things that I liked about Unit 9:	Things that I didn't like very much:

Things that I found easy in Unit 9:	Things that I found difficult in Unit 9:

Unit 9 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss beauty products and practices throughout history			
talk about the importance of beauty products			
make a complaint			
respond to a complaint			
use noun clauses beginning with *that*			
use noun clauses after verbs			
use noun clauses after adjectives			
use noun clauses as subjects of sentences			
use the structures: *needs to be done; get/have done*			
use present and past participles in a range of ways			

My five favorite new words from Unit 9:	If you're still not sure about something from Unit 9:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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EXPANSION Units 7–9

1 Language Review

A. Complete each sentence with ***might have***, ***could have***, ***must have***, ***should have***, or ***was/were supposed to***. For some items, more than one modal is possible.

1. He ______________ enjoyed the game if he had gone with them. But then again, he ______________ been bored.
2. You ______________ told us that you needed a place to stay. There's plenty of room in our apartment.
3. Luke was really hoping to get the job. He ______________ been disappointed when they gave it to someone else.
4. She ______________ not ______________ said she preferred Maria's hair long. I think she hurt her feelings.
5. Where were you on Saturday? You ______________ help clean the apartment.
6. If your dinner was cold, you ______________ asked the waiter to heat it up.
7. The streets are all wet. It ______________ rained last night.
8. John ______________ graduate in June, but he decided to take a year off.

B. Join each set of words together to form a sentence. Use ***so***, ***such***, ***so many***, ***so much***, ***so little***, or ***so few…that…***

the adhesive is / strong / it stuck my fingers together
The adhesive is so strong that it stuck my fingers together.

1. the noise was / startling / it made us jump
2. they are / good friends / I assumed they would go to the same university
3. I had / interest in the documentary / I fell asleep halfway through it
4. people were / outraged by the radio announcer's comments / his show was cancelled
5. he got / disoriented driving in the city / he had to use Google Maps to find his way home
6. he is taking / classes this semester / he has time to work two jobs
7. it was / a violent storm / it snapped most of the branches on that tree
8. she is / an absent-minded person / she forgot her dental appointment
9. the accident did / damage to the car / it's not even worth fixing
10. there were / people ahead of us in line / it took an hour to get into the museum

C. Complete each sentence with a participle phrase and an idea of your own.

After *spending the day at the beach*, he was very sunburned.

1. While ______________________________, I had the most exhilarating feeling.
2. After ______________________________, she didn't feel very well.
3. Before ______________________________, he was nervous.
4. While ______________________________, Paul felt completely relaxed.
5. After ______________________________, her English was much improved.
6. Before ______________________________, we always make sure the doors are locked.

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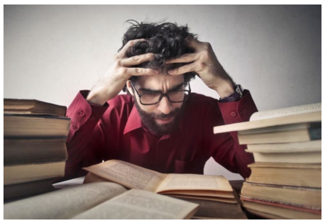
D. Complete each sentence with a noun clause that is true about you.

Sometimes I complain that *I have too much homework* ____________________.

1. Ten years from now, I hope that ____________________.
2. I sometimes fear that ____________________.
3. I would never forget that ____________________.
4. When I was younger, I decided that ____________________.
5. Last week in class, I learned that ____________________.
6. When most people meet me, they probably notice that ____________________.
7. My parents expect that ____________________.
8. People who have known me a long time know that ____________________.

E. Write a sentence with an adjective + noun clause for each picture. Use the adjectives provided and your own ideas.



(worried)
He is worried that he may have failed the exam.

1. (disappointed)

2. (happy)

3. (surprised)

4. (unaware)

5. (glad)

F. Use the words and phrases to write sentences with noun clauses as the subjects.

true: elephants have great memories
It is true that elephants have great memories.

1. a fact: your diet affects your health
2. unlikely: he'll be able to afford a car this year
3. funny: he doesn't like tomatoes, but he does like tomato soup
4. strange: he missed the goal even though he was very close to it
5. obvious: people who study harder usually get better grades
6. possible: if people start using alternative sources of energy, global warming can be slowed

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2 Reading

Before Reading

1. What are you afraid of?
2. How does your body respond when you feel fear?

PHOBIAS: NOTHING TO FEAR

John Dickson was walking down the street with his friend Len when a cute, friendly, little squirrel ran over to them. Len knelt down and gave it a nut, but John froze and backed away in terror. Although the squirrel was clearly not a threat, John felt so terrified that his heart began pounding. He broke out in a cold sweat, and he felt like he was about to faint. Why did John have such an extreme reaction to such a harmless animal? John has a phobia of animals.

A phobia is an intense, irrational fear of a specific situation, activity, or thing that, in actuality, doesn't pose any true danger. People with phobias have a feeling of uncontrollable anxiety when they are exposed to the source of their phobia. This psychological reaction causes many physical symptoms. Some symptoms include shaking, rapid heartbeat, difficulty breathing, sweating, chest pains, dizziness, and a feeling of overwhelming anxiety. When a person has such physical reactions to something they fear, they are said to be having a *panic attack*.

People with phobias feel such great distress when they encounter the thing they fear that they go out of their way to avoid such an encounter. People with phobias often know that their fears are irrational, but feel completely unable to control their fears. Sometimes a phobia has only a minimal impact on a sufferer's life. For example, Janet Acra has a paralyzing fear of spiders (arachnophobia). However, as long as she avoids going into woodsy or grassy areas, she is generally able to avoid seeing them. Some phobias, however, can prevent sufferers from participating in normal, everyday activities. These kinds of phobias can have a devastating impact on the sufferer's life. For example, after being in a car accident, George Ramirez developed *ochophobia*, a fear of riding in vehicles. After that, the only way George could get from one place to another was to walk. And, since his college was 20 miles (32 kilometers) away—too far to walk—George dropped out.

There are hundreds of different kinds of phobias, but only a handful are very common. One of these phobias is the fear of heights (acrophobia). People with this fear are unable to look out the window of a tall building without feeling a panic attack coming on. Another common phobia is the fear of being in confined spaces (claustrophobia). People with claustrophobia commonly feel trapped when they are in small, enclosed places like elevators, tunnels, or closets. On the other hand, people who suffer from *agoraphobia* fear being in large, wide-open spaces, or places where leaving would be difficult. Agoraphobics generally avoid places like shopping malls, stadiums, and other crowded places. Some people develop such intense agoraphobia that they are not able to leave their home for years.

In addition to the more common phobias, there are dozens of unusual, little-known phobias, such as the fear of clowns (coulrophobia), fear of taking a bath or shower (ablutophobia), and fear of trees (dendrophobia). In fact, there is even a fear of phobias (phobophobia)!

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Although no one knows for sure how phobias develop, some researchers believe that phobias are passed from parents to children in one of two ways: either by inheriting the gene for a phobia, or by observing a parent's phobic reaction to something and learning to react in the same way. Another possibility is that phobias are a reaction to something frightening a person may have previously experienced. For example, John Dickson could have developed his fear of animals (zoophobia) when, as a child, he saw an animal bite another child.

However, there are treatments that can help people with phobias. While some people take medication to alleviate their phobias, many others go to counseling where they learn techniques to overcome their phobias permanently. For example, learning simple relaxation exercises can help people feel more in control when confronted with feared objects and situations. People can also be taught to overcome their fear through gradual exposure to it. For example, a person with a fear of heights might be encouraged to imagine being in a tall building. Once capable of doing this without having a panic attack, the person might be brought into the ground floor of a tall building. After becoming comfortable there, the person would be brought to the second floor. Eventually, the phobic person would reach the top floor of the building and the end of their fear.

There is a Japanese proverb that says, "Fear is only as deep as the imagination allows." People who have learned to overcome phobias understand how true this is.

After Reading

A. Write each word next to its antonym.

alleviate	confined	devastating	distress	irrational

1. improving ____________________
2. intensify ____________________
3. comfort ____________________
4. released ____________________
5. logical ____________________

B. Answer the questions.

1. What is a phobia?
2. What are some physical symptoms that a person with a phobia might experience?
3. Name two phobias and describe them.
4. Why do people develop phobias?
5. Explain some of the treatments available to people with phobias.

Discussion

1. Imagine you know someone who has a fear of cats. How might you try to help that person?
2. Do you think phobias are genetic, learned, or both? Explain.
3. Do you think people of different cultures are more likely to have different phobias? Explain.

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3 Language Plus

Read the sentences. Then match the idioms with the pictures.

a. When the burglar broke into my house, I was ***scared to death***.
b. That book of scary stories is so spooky it will ***make your hair stand on end***.
c. I was ***scared stiff*** while watching that horror film on TV.
d. You will ***scare the living daylights out of*** her if you sneak up behind her.
e. Before giving a presentation, I often ***get goose bumps***.
f. I ***shake like a leaf*** every time I pass that big, abandoned house.

1. scare the living daylights out of

2. ______________________

3. ______________________

4. ______________________

5. ______________________

6. ______________________

4 Writing

Tools for Writing: Sentence Fragments

A sentence fragment is a dependent clause that is incorrectly treated as a complete sentence.

Incorrect: Because he's so intelligent.

Sentence fragments can often be fixed by either adding the fragment to an independent clause, or by removing the introductory word from the fragment.

Correct: I like listening to his lectures because he's so intelligent.
Correct: He's so intelligent.

Correct these sentence fragments.

1. After the news report was over.
2. If I go shopping.
3. Unless the weather is nice.
4. Because we eat too much fast food.

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Writing Prompt

Write an informational essay about a psychological condition or disorder. Include grammar points from Units 7, 8, and 9.

Write Your Essay

1. Decide what condition you want to write about. Some possible subjects include stuttering, insomnia, dyslexia, anxiety, attention deficit disorder, and eating disorders.
2. Research the disorder to answer the following questions: What is this disorder? What causes it? What are the symptoms? What are some example cases? How is the disorder treated?
3. Use a chart to record information and organize your ideas.
4. Write a draft of your essay. Be sure to avoid plagiarism. Paraphrase and cite sources when necessary.
5. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Disorder: ______________	
Definition	
Causes	
Symptoms	
Example cases	
Treatment	

Developing Your Writing: Avoiding Plagiarism

Plagiarizing means copying ideas and words from another writer without giving credit to the writer. When you gather information for your essays, be careful to note any information you take directly from another source. When using this information, avoid plagiarism by doing the following things:

Quote exact words: Place exact words from another source in quotation marks. This clearly indicates that the words in quotations are not your own.

Paraphrase: Summarize and put ideas from another source into your own words.

Whether you use exact quotes or paraphrase, be sure to give credit to the original source after the quote or paraphrase. Then include a list of your sources at the end of your essay.

Stuttering

James has to give a speech in front of his class, and he doesn't want to. He is afraid that he will embarrass himself in front of his classmates. In fact, he is so scared of embarrassing himself that he would rather accept a failing grade for the assignment than take the risk.

James is a stutterer. Stuttering is a common speech disorder that affects a little less than one percent of the population. People who stutter repeat or prolong sounds and words, which disrupts the normal flow of speech. (NIDOCD, 2009)

National Institute of Deafness and Other Communication Disorders. September 3, 2009. <http://www.nidcd.nih.gov/health/voice/stutter.asp>

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10 They Said, We Said

"The one who spreads gossip will not enter paradise."

—Prophet Mohammed (Peace be upon him.)

1 Listen and Discuss

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1. What is gossip?
2. Do rumors circulate quickly? Why or why not?
3. Do you think gossiping is wrong? Why or why not?

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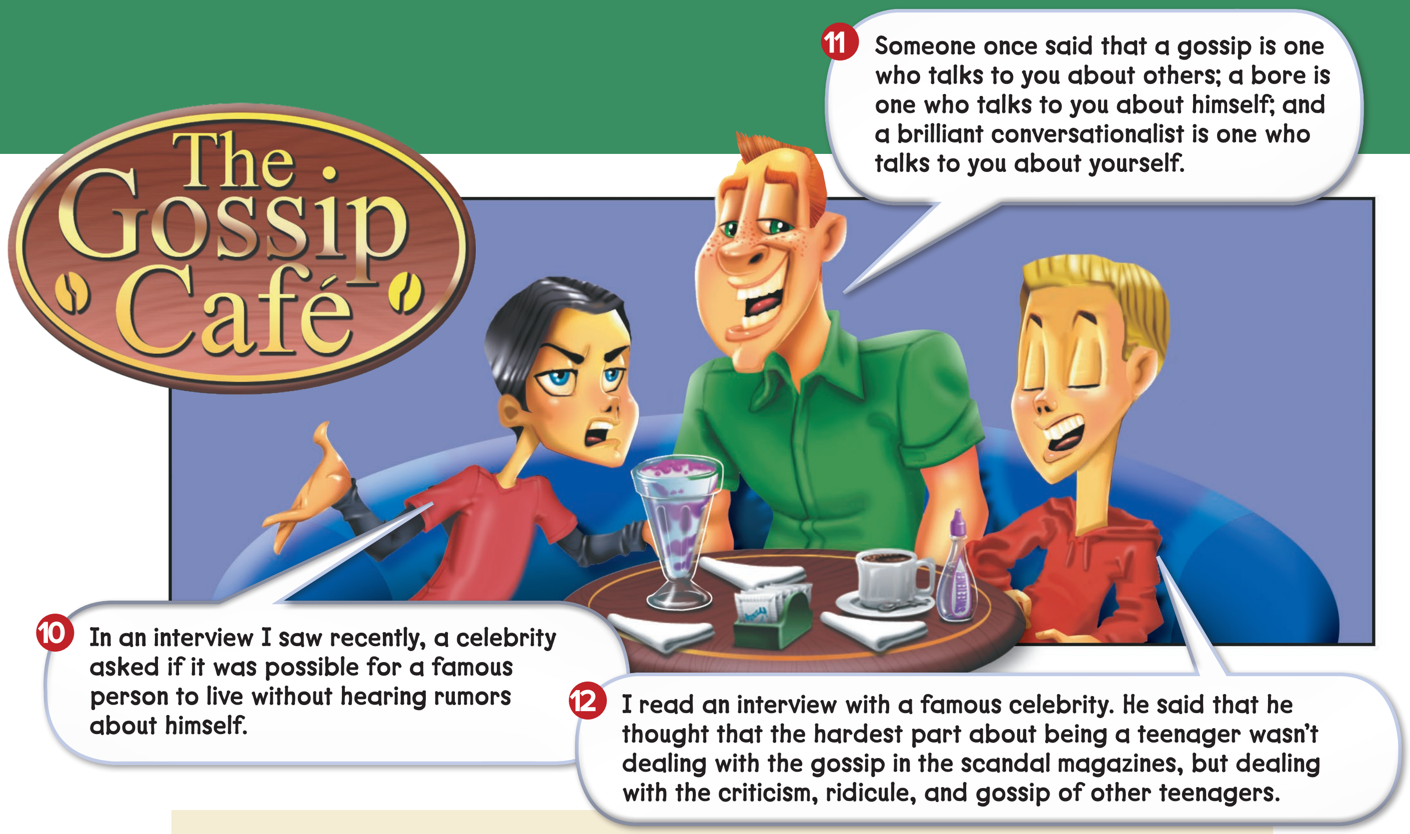

Quick Check ☑

A. Vocabulary. Match each word to its definition.

1. ______ brilliant
2. ______ circulate
3. ______ criticism
4. ______ praise
5. ______ ridicule
6. ______ rumor
7. ______ scandal
8. ______ virtues

a. pointing out bad points about something or someone
b. making fun of
c. say complimentary things
d. move around
e. gossip that follows an embarrassing event
f. morally good characteristics
g. information that comes from gossip rather than a reliable source
h. exceptional

B. Comprehension. Answer the questions.

1. Who doesn't like being the subject of gossip? Who does?
2. What are some of the frustrations celebrities have expressed about gossip?
3. Explain the meaning of the Spanish proverb in your own words.
4. Which quote do you most strongly agree with? Why?
5. Do you disagree with any of the quotes? If so, which one and why?

2 Pair Work

Play a game of "telephone" with your class. Work with your partner to think of a rumor to spread about a famous person. Whisper the rumor to the person next to you. That person whispers it to someone else. Continue to pass the message around the classroom, trying to keep the exact wording. The last person says the rumor out loud. How close is it to the original rumor?

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3 Grammar

Noun Clauses as Reported Speech versus Quoted Speech

Quoted speech repeats the exact words that someone said. A comma follows the verb in the main clause, and the quoted speech is placed inside quotation marks.

Reported speech uses a noun clause to paraphrase what someone said. It is not necessary to repeat the exact words, and quotation marks are not used.

Quoted Speech	Reported Speech
My mother said, "Gossiping is a bad habit."	My mother said (that) gossiping was a bad habit.
He said, "Mark cheated on the test."	He said (that) Mark had cheated on the test.

Rules and Exceptions to the Sequence of Tenses

In reported speech, if the reporting verb in the main clause is in the past tense, the tense of the verb in the noun clause generally moves back one tense.

Quoted Speech	Reported Speech
They said, "He **likes** gossip."	They said (that) he **liked** gossip.
They said, "He **is gossiping**."	They said (that) he **was gossiping**.
They said, "He **was gossiping** all day."	They said (that) he **had been gossiping** all day.

However, there are some exceptions to the rule of the sequence of tenses:

1. If the reporting verb is in the present tense, present perfect, or future, the noun clause verb does not change tense.
   She **says** (that) gossiping *is* mean.
2. If the noun clause states a fact or general truth, the present tense can (but doesn't have to) be retained.
   The psychologist said that it **is** (or **was**) human nature to enjoy hearing about scandal.
3. When the action that the reported speech refers to has not happened yet, either *will* or *would* can be used.
   Our teacher said that the mid-term exam **will** (or **would**) be given next week.
4. The modals *should, might, should have, could have,* and *must have* do not change form in reported speech.
   "Tim **should** keep his mouth closed." → He said that Tim **should** keep his mouth closed.
5. An imperative is changed to an infinitive, and *tell* is used as the reporting verb.
   "Don't spread that rumor." → My friend **told** me not to spread that rumor.

Noun Clauses Beginning with *Whether* or *If*

To report *yes/no* questions, *whether* or *if* is used to introduce the noun clause. *Ask* (not *say* or *tell*) is used as the reporting verb.

Jane asked, "Is the rumor true?" → Jane asked her friend **if** the rumor was true.
He asked, "Are they spreading rumors?" → He asked **whether** they were spreading rumors.

A. Write sentences that quote the speaker's exact words. Use ***said*** along with correct punctuation and capitalization.

Professor Jin: There will be no written exams. *Professor Jin said, "There will be no written exams."*

1. Rebecca: They should mind their own business.
2. Albert: Can I have the check, please?
3. Me: He deserves praise for all of his accomplishments.
4. You: I promise that I won't tell your secret.
5. Mark Twain: The rumors of my death have been greatly exaggerated.

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B. Change the quoted speech to reported speech.

Taro said, "Albert and I are going to form a writers' group."
Taro said that he and Albert were going to form a writers' group.

1. Mrs. Jackson said, "I have taught at this school for 15 years."
2. He said, "My cell phone isn't working."
3. The teacher asked John, "Why are you late?"
4. My brother said, "I think I'm going to grow a beard."
5. They said, "We don't want to go out tonight."
6. My sister promised, "I'll tell you my secret later."
7. Peter said, "There's a brilliant lecturer speaking tonight."
8. We said, "We'll help them move into their new apartment."
9. The waiter said, "There will be a 20-minute wait for a table."
10. Pedro said, "I was watching TV when the earthquake began."

C. Circle the correct verb to complete each sentence. If both verbs are possible, circle both.

1. They said that they (might / might have) join us later.
2. She says that she (likes / liked) her classes.
3. The weatherman said that there (will / would) be a storm tonight.
4. He said that criticism (is / was) hurtful.
5. My aunt said that I (should / should have) call her this week.
6. The teacher said that a full moon (appears / appeared) once a month.
7. He said that he (has been / had been) to both London and Paris.
8. He asked his friends not (call / to call) him at work.
9. He said that he (will / would) try to come to the meeting.
10. Her friend warned that she (will / would) get in trouble.

D. Change each sentence to reported speech with ***if*** or ***whether***.

My friend asked me, "Will you buy a laptop soon?"
My friend asked me if I would buy a laptop soon.
My friend asked me whether I would buy a laptop soon.

1. They asked him, "Is the rumor true?"
2. My sister asked me, "Are you going to tell me your secret?"
3. The waiter asked the customer, "Do you want milk for your coffee?"
4. I asked him, "Did you vote in the last election?"
5. They asked us, "Do you need directions?"
6. She asked her sister, "Can you get some groceries from the supermarket?"

E. Write 6 to 8 more lines of dialogue for the phone conversation. Then change each line of dialogue to reported speech.

Saeed: I heard that Ahmed and his wife are flying to Jeddah this week.
Saeed said he heard that Ahmed and his wife were flying to Jeddah this week.

Faisal: I thought Ahmed didn't like flying.
Faisal said that he thought Ahmed didn't like flying.

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4 Conversation

Anna: Hello.
Farah: Anna, I'm so glad I found you. You'll never believe what I just heard. Ella and Susan had a huge argument and split up.
Anna: Again? That's a real on again, off again friendship!
Farah: Yes, but this time I hear it's for good.
Anna: What happened?
Farah: Rumor has it that Ella told Susan she was tired of her talking about herself and her problems and never wanting to listen to her. But the real reason was that she was really upset because she found out that Susan had been talking about her behind her back.
Anna: But she hadn't, had she?
Farah: No. But Stacy told Ella that she had heard Susan talking about her.
Anna: I thought Stacy was supposed to be Susan's friend. What a backstabber! Why would she bad-mouth Susan like that?
Farah: Isn't it obvious? She said it because she wants to become Ella's friend. But that'll never happen because we'll set things right!
Anna: We will? How are we going to do that?
Farah: We're going to talk to Ella and tell her that Stacy was lying. And we'll do it in front of Stacy.
Anna: Oh, no. I don't want to do that. You're better at this sort of thing. I hate confrontation.
Farah: But we need to confront Stacy with this. If we don't, she'll do it again. And it's not right for Ella and Susan to fall out over a lie. They'd have gotten over that other issue about listening to each other but not this. Would you forgive me if you found out I had talked about you behind your back?
Anna: Absolutely not. Have you?
Farah: Anna! This is not about us. It's about Ella and Susan; they've been friends since kindergarten.
Anna: Well, so have we. OK, OK, Let's do it!
Farah: Great! I'll call you back later with more details.

About the Conversation

1. What news does Farah give Anna?
2. Why is Anna surprised at Stacy?
3. What is Anna's response to Farah's suggestion?

Real Talk

split up = stopped being friends
on again, off again = something that is not stable
for good = permanently
behind (someone's) back = without (someone) knowing
backstabber = a person who says bad things about another person behind his/her back
bad-mouth = to criticize someone to other people

Your Turn

Role-play with a partner. Make up some gossip to tell your partner. Discuss the gossip, using the phrases for telling a secret and promising to keep a secret.

Telling a Secret	Promising to Keep a Secret
Can you keep a secret?	I promise I won't tell anyone.
Please don't tell anyone I told you this, but...	I won't say a word about it.
You'll never believe what I heard.	My lips are sealed.
You're not going to believe this, but...	You can trust me.

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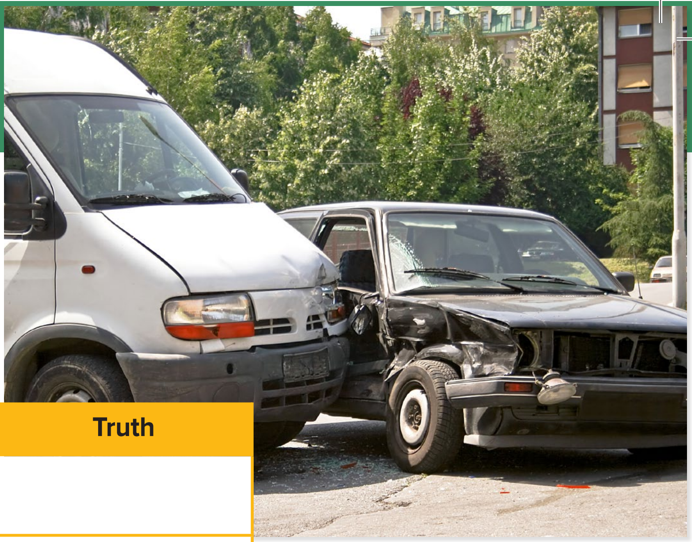
5 Listening

Listen to a rumor as it is spread from student to student at a high school. Then complete the chart.



		Rumor	Truth
1.	What were Matt and Jake doing?		
2.	Why did Ryan think they had gotten into serious trouble?		
3.	What was their father doing at the scene of the accident?		

6 Pronunciation

Questions usually serve one of two purposes:

1. To find out information that you don't already know. This kind of question usually ends with falling intonation.

2. To confirm that information you believe to be true is correct. This kind of question usually ends with rising intonation.

Listen and practice.

1. What do you think is going to happen?

2. What's going on?

3. Isn't that a bit harsh?

4. What are you talking about?

5. Didn't all that happen?

7 Vocabulary Building

A. You will see the following words in the reading on pages 160 and 161. Match the words with their meanings.

1. ______ confidential
2. ______ derogatory
3. ______ divulge
4. ______ excluding
5. ______ immune
6. ______ malicious
7. ______ superior

a. better than others
b. not vulnerable to being affected by something
c. done or communicated in secret
d. deliberately harmful
e. showing lack of respect
f. leaving out
g. tell something that was secret

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

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Before Reading

Why do you think people gossip?

While acknowledging that gossiping is part of human nature and social interaction, Islam emphasizes the ethical aspect and consequences of gossiping. Truth and fairness are important values that should regulate or shape our judgment of others. In addition, gossiping should not be used to harm, hurt or demonize others. Therefore, gossiping should be minimal, truthful, and ethical.

Psst. Pass It On. (Why We Gossip)

Almost everyone has indulged in gossiping about other people at some time. Gossiping seems to be part of human nature. Gossip is spread in classrooms, in offices, at restaurants, in hallways, on the street, over the phone, and on the Internet. No one is immune to gossiping or being gossiped about. But just why is it that people gossip?

There are many reasons people gossip. Some people gossip because it makes them feel like they are part of a group. The people spreading the gossip feel like they are in on a secret and that they are accepted by the people listening to the gossip. By excluding the person they are gossiping about, the gossipers feel included.

David Jardel has experienced this first hand. David recalls, “When I first graduated from college, I was hired along with a few other graduates to be an assistant at a news station. It was a really competitive job, and at first, it was difficult to make friends. We worked long hours and weren’t paid very much. We were all really struggling. Or at least that’s what I thought. But one day I overheard one of the other assistants, Rick, on the phone with his father. He asked his father if he could send more money to cover his rent. He also asked him whether he could increase the limit on the credit card he had given him. I got the feeling from the conversation that his parents were basically supporting him. I ended up gossiping about it to the other assistants. I knew I was wrong to do it, but at the time, I couldn’t resist. We all had a good laugh about it, and it helped us bond as a group. But there was a price to be paid for that, and Rick paid it. We used to tease him quite a bit. For example, if we were ordering a pizza, we would say, “Oh Rick, wouldn’t you prefer to have a nice meal at a restaurant and charge it to your daddy?” We meant it in good fun, but looking back, I can see how it might have seemed malicious to Rick. He ended up quitting. I’ve always felt bad about the part I played in his decision to leave.”

Other common causes of gossip are insecurity and a need to feel superior. When you spread rumors about someone, it reduces that person’s status in other people’s eyes. Judging other people negatively can make insecure people feel better about themselves, at least temporarily. Jim Lyle recalls having been guilty of this himself: “When I had been at my first job for about a year, I was hoping for a promotion. Instead, they hired a new guy for the job that I had wanted. About six months later, a friend who worked in human resources told me that the new guy had been given a really bad performance review. My friend said that if his performance didn’t improve, he would be in danger of being fired. I knew that this was confidential information, but each time I was having a conversation with someone in the office, I somehow found myself gossiping about it.” Gossiping also made Jim feel powerful, important, and like the center of attention—at least for the few minutes it took to divulge the gossip. However, Jim adds, “His performance improved, and he’s very good at his job now. Also, I’ve gotten to know him, and he’s really a nice person. Now I’m always worried someone will tell him that I used to gossip about him!”

Interestingly though, the number one reason most young people gossip is not insecurity or a need for attention or acceptance. According to polls, most young people say they gossip out of boredom. Some people feel that when there is no conflict or drama in their social circle, life is too dull. For them, spreading rumors shakes things up and makes life more interesting. In essence, for many people gossip is a form of entertainment. Cindy LaMott, a 19-year-old student at a community college admits to being a big gossiper. Explains Cindy, “The truth is too boring. Gossip is fun. Though, I don’t know whether I’d feel that way if the gossip was about me!”

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However, for all its potential to do harm, gossip is not always a negative thing. Some gossip is harmless talk that is part of how people communicate and stay connected with each other. When people gossip about minor things, gossip can strengthen bonds between people and within a community. The issue isn't so much with gossip itself, but with the content of the gossip. Gossip becomes a problem when it is derogatory and hurtful.

So the next time you hear a piece of gossip and feel the urge to pass it on, stop for a moment. Ask yourself whether the gossip will do harm to the person being gossiped about. If you think it might, it's a good time to keep your mouth closed!

After Reading

Answer ***true*** or ***false***. Rewrite the false statements to make them true.

1. ____ It is human nature to gossip.
2. ____ Disappointment and anger are common causes of gossip.
3. ____ Gossiping is usually an effective way of gaining acceptance into a group.
4. ____ Gossip usually reduces the status of the person being gossiped about.
5. ____ The number one reason most young people gossip is a need to feel superior.

"The one who spreads gossip will not enter paradise."
—Prophet Mohammed
(Peace be upon him.)

"The Prophet (peace be upon him) told us 'Backbiting is to say something about someone that they wouldn't like to be said about them; if the bad thing you said about them is true then you have backbited, and if it is false then you have slandered them'."
—(Narrated by Imam Muslim)

9 Speaking

If you heard harmful gossip about someone you knew, would you do anything to stop it? Why? Why not?

1. Work in pairs/groups. Think about the harm that can be done through spreading rumors and how you can stop them.

2. Use the chart to make notes. Then use your notes to discuss and compare ideas in class.

Examples of rumors	1. ____________	2. ____________	3. ____________
Consequences/harm			
The way you would react upon being told the rumor			
The way you would stop it			
The reason you would not stop it			

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10 Writing

A. 1. Read the title. Do you think gossip is boring? Why? Why not?
2. What do you talk about when you are with your friends?
3. Read the text and find out.
- What is the writer's viewpoint? Why?
- How does she react when someone starts gossiping?
- Is she in favor or against minding one's own business?

Why gossip is boring

I hate gossip. I find it boring and destructive. Yet, so much in the media, in publications, and on the Web is based on gossip. A lot of people have become so heavily conditioned to it that they fail to recognize it as gossip. They regard it as news; information for public consumption.

I met an older friend that I had not seen for some time. She proceeded to tell me all the "news" about people I knew, and people that I had never heard of. None of it was harmful on its own but it was infinitely boring and awkward. I honestly felt I was wasting my time and hers for no obvious reason. I also became very reluctant to share any of my "news" because I felt that it would very likely become public property.

At some point, she realized that I was not engaged in the conversation and attributed my attitude to my obsession with work. So, she started lecturing me on the negative effects of not having some normal time off. She then told me about someone else who carried on like me—someone I knew—and how sick she had gotten through overwork that she had to be hospitalized for about four months. I started feeling physically sick.

What right does anyone have to upset someone to such an extent that they become sick? Why is it, that disaster draws so much attention? Why doesn't anyone tell stories or spread rumors about good days, successful endeavors, and happy people? Imminent calamity seems to sell a lot better than a happy development.

The trend has established itself quite well. Most news items are about threats, criminal behavior, destruction, bankruptcy, war... etc. The more dismal the news is, the larger the audience, the higher the ratings, and the more successful the program is.

"Mind your own business" is considered rude and aggressive. If you dare utter these words, you are summarily dismissed as a selfish, insensitive, and ungrateful. Somehow making others' business our own has become the norm rather than the exception. But I would still say it and take the risk in order to preserve some peace of mind and do my duty in a small way: reminding those who care to be reminded that we all have a right to privacy without being considered peculiar.

4. Read the text again and identify the main idea. Choose the best summary of the main idea from the list:
a. The writer gives her reasons why gossip is rude and unhelpful.
b. The writer gives her reasons why gossip is not boring and helpful.
c. The writer gives her reasons why gossip is harmful and upsetting.

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B. **1.** Read the article on pages 160 and 161 again and identify the main reasons given by the writer on why gossip is an unhealthy and/or harmful practice.

2. Make notes on each main idea in the chart below. Then re-write each main point using your own words. Don't introduce anything new, paraphrase only the ideas given in the article.

3. Write a summary of the article. Use linking words and include an introduction.

Main Idea	Paraphrase

Why Gossip is Boring

The article claims that gossip is not only boring but harmful and upsetting too. The reasons for this viewpoint are many and varied. First of all, ...

Moreover, ...

In addition, ...

Writing Corner

When you write a summary:

- You should first identify the main ideas by underlining them in the article and taking notes.
- You must use your own words and paraphrase the main ideas.
- Do not include examples.
- Do not introduce any new ideas of your own.
- Use appropriate linkers to connect your main points.
- Don't plagiarize. Remember to cite your source. Refer to page 153 and read about plagiarism and correct citation.

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11 Form, Meaning and Function

Words Connected to Parts of The Body

Look at the picture of the candidate running for mayor and say which parts of the body you can see.

1. eye	**9. arm**
2. hand	**10. ear**
3. nose	**11. back**
4. throat	**12. foot**
5. head	**13. knee**
6. mouth	**14. shoulder**
7. leg	**15. teeth**
8. neck	**16. stomach**

Modals and Giving Advice in the Present and Future

Use *ought (not) to, had better,* and *should (not)* to give advice.

Ali: The candidate for mayor said he would build a sports complex and lower taxes. We **should vote** for him!

Majid: I don't agree. The news story says that he is not telling the truth. We **ought not to vote** for that candidate. We **had better** vote for someone else.

A. Match the problems with the advice. Complete the gaps with a modal verb. Then practice with your partner.

A: *Ali is always making fun of my younger brother.*

B: You **should** talk to Ali and explain how hurtful his behavior is.

Problem	Advice
1. _____ I heard a rumor about you.	**a.** You _______________ take a rest.
2. _____ We're very tired.	**b.** He _______________ go to the dentist.
3. _____ Aisha is always gossiping.	**c.** You _______________ tell the teacher.
4. _____ Ahmed has a toothache.	**d.** You _______________ tell me what you heard!
5. _____ The children have a sore throat.	**e.** She _______________ about other people.
6. _____ Faisal cheated on the test.	**f.** They _______________ drink warm liquids.

B. Imagine your friend has started a rumor which they now regret. Give your friend some advice and tell them what they ***should, shouldn't, had better*** and ***ought to do***.

A: I told Yasser's brother that Hisham had cheated on the text. But it wasn't true and I was only angry because he got a better mark than me. Now the whole school thinks Hisham cheated and I'm afraid Yasser's brother will tell Hisham it was me that started the rumor. What **should** I do?

B: You **had better** tell Hisham what you did and apologize. You **shouldn't** ...

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Modals Auxiliaries for the Present and Future

Ability

Use *can* and *be able to* to express ability in the present.

Can you keep a secret — Yes I **can**. / No, I **can't**.

Is he **able to** discover who started the rumor? — Yes, he **is**. / No, he **isn't**.

Use *can* and *will be able to* to express ability in the future.

Will you **be able** to speak to the principal? — Yes, I **will**. / No, I **won't**.

Can you find out who started that rumor? — Yes, I **can**. / No, I **can't**.

Permission

Use *may* and *can* to express permission.

May I leave early today? — Yes, you **may**. / No, you **may not**.

Can I have another soda? — Yes, you **can**. / No, you **can't**.

Requests

Use *can* and *could to* make polite requests. *Could* is more formal.

Could I have the check, please? — Yes, of course. / Certainly.

Can I speak with you — Sure. / Not now. I'm busy.

Possibility

Use *may, might,* and *could* to talk about possibility. Use *can't* to talk about impossibility.

Do you think he **might** give away the secret? — He **can't** tell. He doesn't know anything.

Obligation and Necessity

Use *must, need to* and *have to* to express obligation and necessity. Use *should* to give advice.

You **must** stop gossiping. — You **should** talk about events and not about people!

You **must not** spread rumors. — You **shouldn't** tell anyone what you know.

Note: *Must* is stronger than *should*. It has a more formal or official tone.

C. Circle the correct verb to complete each sentence. If both verbs are possible, circle both.

1. My grandmother said that we (should / might) call her this week.
2. The teacher told us we (may / could) have a test this week.
3. Ali said after he passes his test, he (can / will be able to) drive his father's car.
4. The news reporter said the missing helicopter (can / could) be in the Atlantic Ocean.
5. The teacher explained that students (have to / shouldn't) gossip about other students.
6. Faisal and Omar said they (may / might) play football later. We (ought to / must not) go and play, too.
7. My brother said he (may / might) go to Dubai on vacation this year.
8. That (can't / must) be the man we saw yesterday. The man we saw was much taller.
9. My father has to work late today and so he (won't be able to / can't) join us for dinner.
10. Excuse me, (can / need to) you help me find the accounts department?

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12 Project

1. Work in pairs/groups. Think about or research a rumor that caused a lot of harm. Make notes about it in the chart.
2. Collect information and data from different sources. Include conflicting opinions on the truth or validity of the story.
3. Use your notes to prepare a PowerPoint presentation for your class. Remember to include photos or pictures.

	Source 1: ________	Source 2: ________	Source 3: ________
The rumor			
When and how it started			
Who was responsible			
How it was spread			
How it affected the life of a person/a group/an organization, etc.			
How the person or group responded/dealt with it			
Your view on what should/ shouldn't have been done			

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13 Self Reflection

Things that I liked about Unit 10:	Things that I didn't like very much:
____________________ ____________________	____________________ ____________________

Things that I found easy in Unit 10:	Things that I found difficult in Unit 10:
____________________ ____________________	____________________ ____________________

Unit 10 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss gossip and rumors			
tell a secret			
promise to keep a secret			
use noun clauses as reported speech versus quoted speech			
apply rules and exceptions to the sequence of tenses			
use noun clauses beginning with *whether* or *if*			
use a range of modal auxiliaries for the present and future: *must, should, ought to, may, might, can, could*			
Talk about parts of the body			

My five favorite new words from Unit 10:	If you're still not sure about something from Unit 10:
____________________ ____________________ ____________________	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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11 Express Yourself

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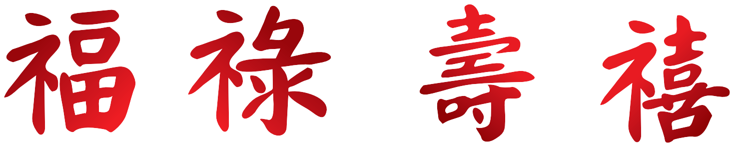
1 Listen and Discuss

1. What languages do you speak?
2. Do you think English is a difficult language? Explain.
3. Why do you study English?

Fascinating Language Facts

1. The most widely spoken language in the world is Mandarin. There are 885 million people in China who speak it. English is the second most widely spoken language.

2. There are more people in China who speak English than there are in the United States.



Good Fortune Prosperity Longevity Auspiciousness

3. There are 13 languages that 100 million people or more speak. These languages are Mandarin, English, Hindi, Spanish, Russian, Arabic, Bengali, Portuguese, Malay-Indonesian, French, Japanese, German, and Urdu.

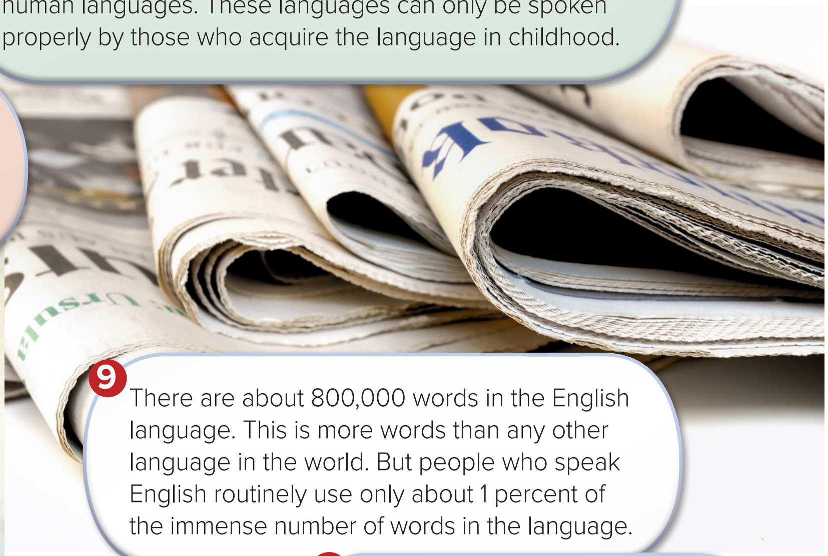
4. There are about 7,000 languages spoken in the world today. However, about 2,000 of these languages have fewer than 1,000 speakers.

5. The language which has the world's largest alphabet is Cambodian. It has 74 letters. The language with the shortest alphabet is Rotokas, used in the Solomon Islands. It has only 11 letters.

6. It is believed that nearly half of the estimated 7,000 languages currently spoken in the world will have become extinct by 2050.

7. Some of the languages that people speak in Africa include a clicking sound. These languages sound different from and are not related to any other known language. It is believed that the click languages may be the earliest human languages. These languages can only be spoken properly by those who acquire the language in childhood.

8. Arabic has influenced many languages. Many words in English have been borrowed directly or indirectly from Arabic. Such words include *admiral, adobe, alchemy, algebra, alkaline, amber, arsenal, candy, carat, coffee, cotton, hazard, jar, lemon, mattress, sofa* and many more.



9. There are about 800,000 words in the English language. This is more words than any other language in the world. But people who speak English routinely use only about 1 percent of the immense number of words in the language.

10. Punctuation did not exist in English until the 15th century.

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English Language Facts

11 "*Go*" is the shortest complete sentence in the English language.

12 The English language has only one solitary word that ends in the letters *mt*. It is *dreamt*.

13 *Bookkeeper* is the only English word that has three consecutive doubled letters.

14 There is no word in the English language that rhymes with *month, orange, silver,* or *purple*.

15 The word that has more definitions in the English language than any other is *set*.

Quick Check ☑

A. Vocabulary. Match each word to its synonym.

1. _______ acquire	**a.** single
2. _______ consecutive	**b.** gigantic
3. _______ currently	**c.** learn
4. _______ extinct	**d.** regularly
5. _______ immense	**e.** dead
6. _______ routinely	**f.** presently
7. _______ solitary	**g.** continuous

B. Comprehension. Answer ***true*** or ***false***. Rewrite the false statements to be true.

1. _______ English is the most widely spoken language in the world.
2. _______ More people speak English in China than in the United States.
3. _______ The shortest complete sentence in the English language is "We go."
4. _______ A few words in English have been borrowed from Arabic.
5. _______ Punctuation was introduced to English in the 15th century.

2 Pair Work

Create a five-question quiz about the English language to give your partner. You might ask your partner to define certain words or to identify words based on clues. Ask each other your questions and discuss the answers.

1. *What does the word equivalent mean?*
2. *Say one English word that ends in the letters -tion.*

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3 Grammar

Adjective Clauses and Relative Pronouns

An adjective clause is a dependent clause that describes or gives information about the noun that comes before it.

I know a *person* **who speaks three languages**.
The *language* **that he/she speaks at home** is Spanish.

Relative pronouns relate clauses to nouns in adjective clauses. Use the relative pronoun *who* for people, and *which* and *that* for things.

Note: The relative pronoun *that* can also be used when talking about people in general. However, when a particular person is being referred to, *who* is preferred.

She is the kind of person **that** is always there for her friends.
The tutor **who** helps me with my English is very kind.

Relative Pronouns as Subjects of Adjective Clauses

Relative pronouns can be the subject of an adjective clause. Relative pronouns that are followed by a verb are subject pronouns. Subject pronouns must always be included.

I am someone **who** loves doing crossword puzzles.
Words **that** have many meanings can be confusing.

Relative Pronouns as Objects of Adjective Clauses

Relative pronouns can also be the object of an adjective clause. Relative pronouns that are followed by a noun or pronoun are object pronouns. Object pronouns can be omitted.

Spanish is a language **(that)** many people find easy to learn.
There are many words **(which)** James mispronounces.

Note: *Whom* is considered more correct than *who* when used as the object of an adjective clause. However, *whom* is very formal. In casual speech, either *who* is used or the relative pronoun is simply left out.

The teacher **(who[m])** I like best is my language professor.

A. Match the sentence halves. Rewrite the sentence, using a relative pronoun to join the two halves.

A photographer is someone who takes photographs.

1. __h__ A photographer is someone __who__
2. _____ A fashion designer is someone _______
3. _____ A flag is something _______
4. _____ A linguist is someone _______
5. _____ A hammer is something _______
6. _____ An exam is something _______
7. _____ An electronic reader is something _______
8. _____ A vegetarian is someone _______
9. _____ Synonyms are two words _______
10. _____ A dictionary is something _______

a. have the same meaning.
b. lets you read books on a screen.
c. tests a student's knowledge.
d. gives the meanings of words.
e. is a symbol of a nation.
f. doesn't eat meat.
g. creates clothing.
h. takes photographs.
i. is used to put nails in a wall.
j. studies languages.

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B. Decide whether the relative pronoun can be omitted in each sentence. If it can, rewrite the sentence without it. If it cannot, write *no change*.

My sister never told me the reason that she called.
My sister never told me the reason she called.

1. The bird that they saw in the museum is extinct.
2. Melissa cooks dishes that are incredibly delicious.
3. That's not the book that the teacher asked us to get.
4. Where is the food that I brought home from the restaurant last night?
5. The goalkeeper that plays for that team is from my hometown.
6. The people who live next door are always very friendly.
7. John is a person who others can count on.
8. Do you have another pen that you can lend me?
9. The book that you bought me is interesting.
10. Do you know anyone who speaks Swahili?
11. Jane is a solitary person who prefers to be alone.

C. Combine each pair of sentences. Use the second sentence as the adjective clause.

I finally finished reading the book. You gave it to me.
I finally finished reading the book that you gave me.

1. I saw the man. He stole the wallet.
2. The email didn't make sense. You sent it to me.
3. We saw a film on TV last night. It was really depressing.
4. The man looked confused. He asked for directions.
5. This is the restaurant. We have eaten at this restaurant for three consecutive days.
6. The article isn't in this newspaper. You want to read an article.
7. She lost the necklace. She borrowed it from her mother.
8. I know the neighbors. They have ten children.
9. Do you like the textbook? You are using it in that class.
10. Where can I find the supermarket? It sells organic fruits and vegetables.
11. You need to write a research paper. The paper cites at least three sources.

D. Complete each sentence with an adjective clause. Use your own ideas.

I like to eat foods *that are healthy*.

1. English is a language ______________________________.
2. I routinely eat foods ______________________________.
3. I like people ______________________________.
4. Students usually like teachers ______________________________.
5. I sometimes worry ______________________________.
6. I like books ______________________________.
7. I have a friend ______________________________.
8. I have a job ______________________________.

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4 Conversation

Jason: This restaurant is jam packed.

Badr: I know. I had to elbow my way through the crowd just to get to the buffet table for some munchies.

Jason: And the people's voices are way too loud.

Badr: I'm sorry, I didn't catch that. What did you say?

Jason: I said *the people's voices are way too loud!* Hey, did you see that guy in the blue suit? He seems to be familiar.

Badr: Oh, yeah, he's the captain of the football team.

Jason: What's his name?

Badr: Ian Ford.

Jason: Sorry you're bored, but I was asking you the name of that guy.

Badr: No, I said his name is Ian Ford!

Jason: Oh, sorry. The people's voices are ridiculously loud. So, what's he like?

Badr: He's OK. The only thing he's interested in is sports. I find him a bit boring.

Jason: Pardon? You found him snoring?

Badr: Oh, forget it. This is crazy.

Jason: Trying to talk over this noise is too difficult.

Badr: Yeah, I can't deal with it anymore. Do you want to leave?

Jason: What do you want to tell Steve?

Badr: No, I said *let's leave*. We can get a bite at the diner on the corner.

Jason: Yeah. Let's go.

Real Talk

jam packed = very crowded
elbow (one's) way = make one's way through a crowd using some physical force
munchies = crunchy junk foods
deal with = put up with
bite = snack

About the Conversation

1. What problem are Badr and Jason having?
2. Who is Ian Ford, and what does Badr say about him?
3. At the end of the conversation, what do Badr and Jason decide to do?

Your Turn

Role-play with a partner. Imagine you are in a noisy or crowded place, such as a shopping mall, a subway, or a city street. Discuss your English class, pretending that you can't hear each other clearly. Use the phrases for asking someone to repeat something.

Asking Someone to Repeat Something

Can/Could you repeat that, please?	Pardon (me)?
Could/Would you say that again?	What did you say?
Excuse me, but I didn't catch the last part/the part about...	What was that?
I'm sorry. I didn't catch that.	Would you mind repeating that?

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5 Listening

Listen to the students discuss making mistakes in English. Then complete the chart.

		What She Said or Wrote	What She Meant to Say or Write
1.	**Badria** (about her plans for the weekend)		
2.	**Paula** (about her mother's visit)		
3.	**Tina** (about getting caught in the rain)		
4.	**Amira** (about a recipe)		

6 Pronunciation

Different words in a sentence can be emphasized to convey different meanings. Listen to the sentences. How does the meaning change in each pair?

1. a. You know **ONE** of the things that I find most difficult about learning English?
b. You know one of the things that **I** find most difficult about learning English?

2. a. I know what you **MEAN**.
b. I know what **YOU** mean.

3. a. We've **ALL** had that kind of thing happen.
b. We've all had **THAT** kind of thing happen.

4. a. Is **THAT** a traditional gift in your country?
b. Is that a **TRADITIONAL** gift in your country?

7 Vocabulary Building

A. You will see the following words in the reading on pages 174 and 175. Match the words with their meanings.

1. _______ evolve
2. _______ exception
3. _______ fictitious
4. _______ humanitarian
5. _______ limitations
6. _______ neutral
7. _______ noble
8. _______ trademarked

a. lack of ability
b. shown to have exclusive legal ownership
c. not favoring one side or the other
d. develop and change
e. honorable
f. devoted to improving the lives of all people
g. make-believe, not real
h. something that is different from what is expected

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

What do you think an ***invented language*** is?
Do you think such a language could be successful?

INVENTED LANGUAGES

Every language has its flaws and limitations. Some people have been so frustrated with the imperfections of existing languages that they have actually tried to create better languages themselves! There have been more than 500 attempts at creating such languages. Each of these invented languages, complete with a vocabulary and grammar of its own, has had a specific goal. For example, some language inventors have wanted to invent a simple and easy-to-learn language, some have wanted to create a gender-neutral language, and some have wanted to make language more mathematical or scientific. While none of these invented languages has ever become widely spoken, there are a couple that have been learned and spoken by a surprisingly large number of people.

The invented language that has the most speakers is Esperanto. This language was created in 1887 by Ludvik Zamenhof, a Polish doctor. Zamenhof lived in an area populated by four different ethnic groups that spoke many different languages. There were a great number of problems between these groups. Zamenhof felt that the language difference between the groups was the root of the problems. This gave him the idea of creating a language that would not belong to any one country or culture, but instead, would belong equally to all people. The hope was that a neutral second language would break down language barriers and build a sense of equality and brotherhood between nations. The language which he created to fulfill this dream was called Esperanto, which means *hope* in the Esperanto language.

Because Zamenhof's goal was clearly a humanitarian one, he was not interested in making any money from Esperanto. He published a guide to speaking Esperanto, and gave up all rights of ownership to the guide. This way the guide could be freely circulated to all people interested in learning the language.

Zamenhof wanted as many people as possible to learn Esperanto, so he made the language extremely simple, with no irregularities or exceptions to the basic rules. For example, in Esperanto all nouns end with an *-o*. All nouns can be made plural by simply adding a *-j*. So the word for friend is *amiko*, and the plural is *amikoj*. All adjectives end with an *-a*. To create the opposite meaning, a speaker simply adds *mal-* to the beginning of the word. So, for example, the word for *big* is *granda*, and the word for *small* is *malgranda*. The rules for verbs are equally simple, with no irregular verbs and no conjugation.

For all Zamenhof's good intentions, Esperanto never became the unifying international language he had hoped it would become. People were not eager to spend time learning a new language which so few other people spoke. However, Esperanto has survived to this day and is spoken by at least 100,000 people around the world.

The second most successful invented language is called *Klingon*. Other than the fact that it is also an invented language, it shares almost no similarities with Esperanto. Klingon, which was invented over 25 years ago, was not created with the noble intention of promoting the peaceful coexistence of people from different cultures. Instead, it is a trademarked invention of a major television studio. It was created in 1984 by a linguist named Marc Okrand for use in the *Star Trek* series. The characters who speak this language are the Klingon, a fictitious race of people from outer space.

The *Klingon Dictionary*, which is copyrighted by the television studio, has sold more than 300,000 copies, and has made quite a bit of money. Unlike Esperanto, Klingon is an extremely complicated language with complex grammar, making it an immensely difficult language to learn. As a result, it is estimated that only a few thousand people can speak Klingon

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with any fluency. Yet interestingly, Okrand intentionally made Klingon difficult to learn. His goal for Klingon was almost the opposite of Zamenhof's goal for Esperanto. Okrand did not want many people to be able to speak Klingon fluently. On the contrary, Klingon was designed to be an exclusive language that could only be spoken by the most committed *Star Trek* fans.

The vast majority of invented languages have disappeared almost as soon as they were created. While the most successful invented languages, like Esperanto and Klingon, have caught the imagination of a community of people, these languages are spoken more as a novelty than as a practical, everyday language. The fact that no invented language has ever become widely spoken seems to tell us something: It is only languages that evolve naturally and slowly over time that have the power to spread, to continue, and to become part of our identity.

After Reading

Answer the questions.

1. What are some reasons people have created invented languages?
2. How did where Zamenhof lived inspire him to create Esperanto?
3. If *bela* means beautiful in Esperanto, what is the word for *ugly*?
4. Why didn't Esperanto become an international second language?
5. What is *Klingon*, and why was it invented?
6. How are Esperanto and Klingon alike? How are they different?

9 Speaking

1. Work in pairs/groups. Think about the languages that you, your family, and relatives can speak and make notes in the chart.
2. Decide which language(s) you prefer and why. Think about the people who use it, the reason it is used, how easy or difficult it is, etc.
3. Which language would you like to learn well? Say why you want to learn it. Compare answers. Which is the most popular language in your class?

Languages	1 ________	2 ________	3 ________
People who use it			
Reasons/purpose of use			
Ease/difficulty of use and reasons			
Your preferred language of use and reasons			
Your choice of language to learn and reasons			

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10 Writing

A. **1.** Why do so many people learn English? What are some of the main purposes?
2. How important is it to have a "good accent" in English? Please define "good accent."
3. How easy is it for you to understand different speakers of English? Justify your answer.
4. Read the text and find out.
- How important is an accent according to the writer?
- What should a learner develop to enhance understanding of spoken language?
- Why do native speakers of English attend courses in English for international communication?
- Why are features of intercultural communication important?
- Do you agree with the writer's views? Why? Why not?

English as an International Language

In language learning, most people believe that a native speaker-like accent is an asset that can be used to impress people. The question, however, is which variety of English? The language spoken by people in the North of England is different from the variety spoken by people in the South; and this only touches upon the two ends of the continuum. There is a multitude of regional varieties within. So, maybe, the first thing to consider is the reason why we learn the language and what we intend to do with it.

Is it important for a learner of English to imitate one or more varieties when speaking? No, not necessarily, although people who learn the language in its natural setting tend to adopt regional features in terms of pronunciation, vocabulary, and grammar. What is more useful is developing the ability to understand different speakers, including speakers of other languages as a primary need.

As more and more people use English as a common medium to communicate with people from other countries, they affect the language and develop their own variety in terms of accent, vocabulary, and other features. So much so, that special language courses are offered for native speakers who need to conduct business with people in different countries! So, for a change, native speakers have to attend courses that will familiarize them with new varieties of their language and help them develop the skills required to understand the people they communicate with. Naturally, intercultural communication and its requirements are a very important part of such courses and a prerequisite for successful communication with members of different cultures.

English as an international medium of communication is an evolving variety that is affected by the speakers of the language, whether they happen to be native or non-native. Therefore, our idea of a good user of the language has to be modified to accommodate characteristics that make one an effective communicator across cultures, over and above acquiring a prestigious native speaker accent and structurally accurate use of the language. If culture-specific variations will eventually be looked upon as varieties of the international medium remains to be seen. The fact, however, is that English is no longer the property of the English-speaking countries but of the whole world, and as such, it will inevitably reflect the culture and norms of different people.

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B. 1. Compare your first language with English. How is it similar? How is it different? Compare things like the pronunciation, grammar, and expressiveness of the languages. Make notes on your ideas in your notebook.

2. Read the email below and answer the questions:

- Who is writing? Why are they writing?
- How do they start the email? How do they end the email?
- Are there any interesting features typical of an email to a friend? What are they?

Print | Delete

To: Badria
Cc:
Subject: Back to school
Attachment: 789.jpg

Hi Badria,

How are you doing? Did you have a good summer? How's school? I guess you've just started again, right? Well, that's life for all of us!

This is my first week back at high school. It has been an exciting week! I have made lots of new friends and we have a new French teacher, Miss Brown. She is a great teacher but I must admit that I am finding French very difficult.

There are so many grammar rules to learn. I thought I knew them all and then Miss Brown gives us another one. I can't keep up! And there are many new words which I can't pronounce properly. But Miss Brown says that it is OK if I don't say them perfectly, just as long as people can understand me. She told me that what's important is that I try to communicate.

That made me feel a bit better but I still think French is much harder than English. English has lots more words but the grammar is so easy in comparison. Oh well, I must keep trying hard to learn French, I suppose, and one day I will be able to speak as well as you 🙂

Guess what? My parents have given me their permission to come and stay with you during the school holidays! Isn't that cool? We should chat soon and make plans!

Well, time to go and study my French homework! I've attached a photo of me with on my summer vacation. Do you have any photos from your summer vacation?

Well, bye for now and send me all your news soon.

Your friend,

Josie

3. Write an email to an international e-pal and explain how your language is similar or different to English.

Writing Corner

When you write an email to a friend:

- **greet and sign your letter in an informal manner, e.g.** ***Hi/Hello/Dear*** **+ first name and** ***Best/Best wishes/See you soon/Take care*** **+ your first name.**
- **write as if you were speaking to him/her, i.e. use contracted forms, emoticons, or abbreviations.**

When you want to compare two or more entities:

- **identify different aspects/components of the entities that you are comparing, e.g. language: spoken vs. written language, varieties and speakers, appropriateness (i.e. formal or informal language); vocabulary: words, phrases, expressions, idioms, etc.**
- **if you are not sure, look up the topic or entities that you are required to compare and find out which parts they consist of; then choose the parts/aspects that you want to focus on.**
- **think of examples and consider similarities and differences, e.g. with language; think of a situation and consider what people might want to convey to each other and what kind of language they would use, for example:** *Two students are talking about a football game they watched the previous evening. They are running over incidents in the game and arguing whether the referee was right or wrong in different cases. Each student supports a different team.*

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11 Form, Meaning and Function

Future with *Will* or *Be Going To*

Use *will* or *be going to* to make predictions about the future.

Questions (?)
Will people **speak** Arabic?
Are we **going to learn** Chinese at school?

Answers (Opinions)
I guess so. / I don't think so.
I think so. / I hope so. / I hope not.

Will versus *Be Going To*

Use *will* to make an on-the-spot offer, request or decision. Use *be going to* to express a plan that is already made or decided.

Ali **is going to have** his work professionally translated, but I can't afford it. **I'll translate** it using machine translation software on the Internet.

Future Progressive

Use the future progressive (*will* + be + present participle) for continuous actions in the future.
Or use *be going to* + *be* + present participle.

Affirmative (+)
Free machine translation services on the Internet are going to get better and better. By 2030, most people around the world **will be translating** foreign languages through machines. They **will** no longer **be learning** the lingua franca (the common global language) to communicate in business and trade.

Questions (?)	Short Answers (+)	Short Answers (–)
Will you **be working** on the weekend?	Yes, I **will**.	No, I **won't**.
Are they **going to be taking** the test, too?	Yes, they **are**.	No, they **aren't**.

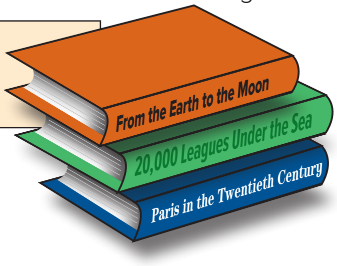
A. Complete the predictions about the future with the correct form of the verb. More than one answer is possible.

1. In the next couple of years, speech recognition applications __________________ (translate) foreign languages at business meetings in real time.
2. Someday soon, we __________________ (use) our smartphones to translate printed text by using the camera function.
3. Cars __________________ on gasoline. They will run on electricity. (not run)
4. Robots __________________ (not/be able to) make autonomous decisions. They __________________ (do) what they are programmed to do.
5. In 50 years time, no-one __________________ (use) the lingua franca to communicate. We will all use machine translation software.

B. Work with a partner. Ask and answer. Which of the following do you think people ***will still be using*** in 50 years?

A: Do you think we **will still be using** ballpoint pens?
B: No, I don't. I think that we **won't use** pens for anything in 50 years and all communication **will be** digital.

ballpoint pens | DVD players | magazines | cell phones
flat screen TVs | microwave ovens | books | vacuum cleaners
washing machines | dishwashers | cars | planes



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Words Connected with Different Kinds of Vacations

Some words we connect with vacations are:

Adjectives		Nouns		Verbs	
amazing spectacular magnificent wonderful ancient peaceful/relaxing inexpensive popular	exciting/thrilling luxurious exotic awesome	marine life rain forest plants animals city archaeological site buildings tombs	rocks adventure wildlife coral reef desert oasis museums art galleries	visit see learn explore dive experience trek	travel hike

Conditional Sentences with *If*-Clause: Imaginary Situations for the Present

Use conditional sentences to talk about imaginary or hypothetical situations in the present.
Use the simple past in the ***if***-clause.

If I **didn't** know foreign languages, I wouldn't travel around Europe alone this summer.
(But I do know foreign languages, so I'm going to travel around Europe alone.)

Verb: *Wish*/*If only* for Unreal Situations

Use *wish* for things you want to happen but probably won't. We can also use *If only* in place of wish to add emphasis.

in the present

I don't know many foreign languages. — I **wish/If only** I knew more foreign languages.

in the future

My parents won't let me go on vacation with my friends. — I **wish/If only** my parents **would let** me go.

Note: Was is usually used in informal spoken English with I: I wish I **was** on vacation.

C. Match the headings (a—d) to each text (1—4). Complete the gaps with a vocabulary word from the chart above.

a. _____ Scuba Diving in the Red Sea, Saudi Arabia

b. _____ Trekking in Oman

c. _____ Ecotourism in the Malaysian rain forest

d. _____ Desert Tour, Jordan

1

(**1.**) *Visit* the spectacular (**2.**) _____ city of Petra. You're going to (**3.**) _____ this magnificent (**4.**) _____ site and see the wonderful buildings and (**5.**) _____ carved out in the rock.

2

(**6.**) _____ in the peaceful coral (**7.**) _____ of the Red Sea. You're going to see some of the most awesome and colorful (**8.**) _____ life! Come face to face with sea turtles, lionfish, manta rays, and dolphins.

3

(**9.**) _____ through the rain forest at Kinabalu Park and learn about one of the world's unique ecosystems. You're going to come into contact with thousands of different species of (**10.**) _____ and (**11.**) _____, including an (**12.**) _____ variety of orchids.

4

Follow the Frankincense Trail from Muscat to Salalah and (**13.**) _____ the secrets of the ancient perfume. You're going to visit a (**14.**) _____ oasis and see (**15.**) _____ views of mountains, coastal villages, and archaeological sites.

D. Work with a partner. Read the sentences below and end with your own ideas.

1. If I could choose any destination, ______________
2. If I had some extra money, __________________
3. My friend asked me to go surfing. I wish ________
4. He won't lend me his textbook. I wish __________
5. If we had more time, _______________________
6. If I could be anyone in the world, _____________

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12 Project

1. Compare English and Arabic. Find or write sentences that refer to specific time, i.e. past, present, and future, without time words.
2. Study the sentences and identify similarities and differences. Compare word order and ways that time is indicated. Remember to look for relevant data and analyses in books or on the Internet. Make notes in the chart.
3. Use your notes to prepare a PowerPoint presentation with additional examples, data, and sources.
4. Use questions to address your classmates and make your presentation more interactive.
5. Use illustrations to support meaning and/or elicit ideas from your audience.

English and Arabic sentences	Similarities (word order/time)	Differences (word order/time)
1a.		
1b.		
2a.		
2b.		
3a.		
3b.		
4a.		
4b.		
5a.		
5b.		

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13 Self Reflection

Things that I liked about Unit 11:	Things that I didn't like very much:

Things that I found easy in Unit 11:	Things that I found difficult in Unit 11:

Unit 11 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss world languages			
talk about the English language			
ask someone to repeat something			
use adjective clauses and relative pronouns			
use relative pronouns as subjects of adjective clauses			
use relative pronouns as objects of adjective clauses			
use future forms with *will* and *be going to*			
use conditional sentences with if-clauses (present); and *wish/ If only*			
talk about different kinds of vacations			

My five favorite new words from Unit 11:	If you're still not sure about something from Unit 11:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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12 Lost and Found

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1 Listen and Discuss

1. Talk about the most valuable thing you have ever lost.
2. Talk about the most valuable thing you have ever found.

Amazing Lost Treasures

Moctezuma's Treasure

Moctezuma II was an Aztec emperor who ruled from 1502 to 1520. This was a time when the Aztecs controlled most of what is now Mexico and Central America. In 1520, the notorious Spanish invader Hernán Cortés kidnapped and killed Moctezuma. Cortés and his men then collected all of Moctezuma's dazzling treasures and tried to escape with them. But the Aztecs, who refused to surrender, caught up with the Spanish and fought them. Cortés and a few of his men escaped empty-handed, but eventually returned to take revenge and to attempt to steal the treasure again. However, the Aztecs hid the treasure somewhere around Lake Texcoco, and Cortés never found it.

One of Mexico's former presidents actually drained Lake Texcoco in an attempt to find the treasure, but he failed to find any trace of it. Today it is believed that Moctezuma's treasure is hidden somewhere near Mexico City, but no one knows exactly where.

Tutankhamun's Treasure

King Tutankhamun of Egypt, the boy pharaoh, succeeded his father to the throne when he was barely 9 or 10 years old. He died in his late teens. According to speculation, he was either assassinated or died of infection after an accident.

Tutankhamun's tomb, in the Valley of the Kings in Egypt, is the best preserved royal tomb ever discovered. Theodore M. Davis, an American businessman, was the first person to find clues that led to the discovery of the tomb. Howard Carter, an Egyptologist, confirmed, upon examining the clues, that the tomb lay inside the Valley of the Kings, the royal necropolis of the time.

Carter persuaded his friend Carnarvon to finance his search for the tomb. They had nearly given up when they finally noticed some steps buried under an ancient hut, leading to the sealed door of the tomb. They dug an opening that allowed entry to the tomb, where they found the most amazing artifacts: gold masks and furniture, stunning jewelry, exquisite paintings and inlaid boxes, and other objects of astonishing beauty and craftsmanship. It took Carter many years of his life to study and record all the findings. Everything was photographed and itemized. King Tut's treasure toured the world for the first time in the 70s. The second tour began in 2004.

The Amber Room

The Amber Room was a 180-square-foot (17-square-meter) room, whose four walls were made of six tons of amber, decorated with jewels. The room, which was constructed by Prussian King Friedrich Wilhelm the First, took over eight years to build. It was completed in 1716, at which time it was given to Tsar Peter the Great of the Russian Empire as a gift.

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During World War 2, the Nazis found the invaluable room, tore it down, packed it in hundreds of crates, and took it to a destination that has never been discovered. One theory is that it was loaded onto a passenger ship that was sunk by a Soviet submarine. Another possible destination was the Ore Mountains in Germany, where the Amber Room may have been buried in salt mines. The most popular theory, however, is that the Amber Room was hidden in a lost, underground shelter somewhere in the city of Konigsberg, Germany. The beautiful room has been called the eighth wonder of the world, and historians estimate that its value today would be around $142 million. The search for the Amber Room continues to this day.

Quick Check ☑

A. Vocabulary. Complete each sentence with a word from the box.

preserve	notorious	surrender	treasure
invaluable	revenge	theory	

1. We should do whatever we can to _______ our historic monuments.
2. The burglars tried to steal the woman's jewelry, but she wouldn't _______ without a fight.
3. My _______ is that people search for gold not because they want to get rich, but because it is exciting.
4. The police were finally able to catch the _______ bank robbers.
5. The explorers found a _______ worth millions of dollars that had been buried for hundreds of years.
6. Even though Lisa borrowed and lost her favorite earrings, Beth knew it was an accident and so she didn't try to get _______.
7. The collection of the Egyptian Museum in Cairo is _______.

B. Comprehension. Answer the questions.

1. Why didn't Cortés escape with Moctezuma's treasure?
2. What did one of Mexico's former presidents do in an effort to find Moctezuma's treasure?
3. Who was Tutankhamun?
4. What is so special about King Tutankhamun's tomb?
5. What is special about the Amber Room?
6. What are three theories about the location of the Amber Room?

2 Pair Work

Conduct an interview with a partner. One of you will be Moctezuma, Tutankhamun, or Peter the Great, and the other will be a reporter. Discuss the treasure each person is associated with. For example: *What did the treasure contain? What do you think happened to the treasure? Will the treasure ever be found? Why or why not?*

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3 Grammar

Using *Where* and *When* in Adjective Clauses

Where is used to modify a place in an adjective clause. *Where* cannot be omitted.

Last year I visited the city **where** Moctezuma's treasure is said to be buried.

There are alternatives to using *where* in an adjective clause. *Where* can be replaced by:

1. preposition + *which*

Last year I visited the city **in which** Moctezuma's treasure is said to be buried.

2. *that/which* + preposition

Last year I visited the city **that** Moctezuma's treasure is said to be buried **in**.

When is used to modify a noun or time in an adjective clause. *When* can be omitted.

Last Monday was the day **(when)** I found a ⃁100 bill on the street.

There are alternatives to using *when* in an adjective clause. *When* can be replaced by:

1. *that* (*that* can also be omitted)

Last Monday was the day **(that)** I found a ⃁100 bill on the street.

2. preposition + *which*

Last Monday was the day **on which** I found a ⃁100 bill on the street.

Using *Whose* in Adjective Clauses

Whose is the possessive form of *who*. It can stand for *his, her, its,* and *their*, and is always used before a noun. *Whose* cannot be omitted.

There are people **whose** lives are spent looking for ancient objects.

Whose can be either the subject or the object of an adjective clause.

Tutankhamun was a pharaoh. **His story** is the most interesting to me.
Tutankhamun was the pharaoh **whose story** is the most interesting to me.

The man was very happy. I found **his wallet**.
The man **whose wallet** I found was very happy. (*Whose* is the subject.)

Note: Don't confuse *whose* with *who's*, which is the contraction for *who is* or *who has*.

The woman **who's** coming over tonight lost her watch.
She is the woman **who's** lost her watch.
She is the woman **whose** watch disappeared.

A. Combine each pair of highlighted sentences using ***where*** or ***when***. Use the second sentence as the adjective clause.

The King's Palace in Riyadh is the palace. King Salman lives.
The King's Palace in Riyadh is the palace where King Salman lives.

1. September 23rd is the day.	People in Saudi Arabia celebrate National Day.
2. 1918 was the year.	World War 1 ended.
3. There are websites.	You can buy used textbooks.
4. 11:07 is the time.	My train arrives.
5. Do you know a place?	I can buy an electronic reader.
6. Dubai is a city.	Many towers have been built.

B. Rewrite your answers for exercise **A** with an alternative way of expressing ***where*** and ***when*** clauses.

The King's Palace in Riyadh is the palace in which King Salman lives.
The King's Palace in Riyadh is the palace that King Salman lives in.

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C. Finish each sentence with an adjective clause beginning with ***where*** or ***when***.

When I was a child, I lived in a home ___where there was a lot of love___.

1. I'll always remember the day ______________________.
2. I like to visit places ______________________.
3. 2009 was the year ______________________.
4. I'd like to attend a university ______________________.
5. I felt nervous the time ______________________.
6. I usually eat in restaurants ______________________.
7. I like to go to parks ______________________.
8. I sometimes have days ______________________.

D. Combine each pair of sentences with ***whose***. Use the second sentence as the adjective clause.

I need to thank the classmate. I borrowed my classmate's cell phone.
I need to thank the classmate whose cell phone I borrowed.

1. I have neighbors. Their son has the TV on loud day and night.
2. Is he the author? His books are so popular.
3. The teacher is fantastic. I'm taking the teacher's course next semester.
4. I have a friend. My friend's father is a doctor.
5. He is the chef. His restaurant is notorious for causing food poisoning.
6. Who is the person? Their moldy sandwich is in the refrigerator.

E. Fill in the blanks with ***whose*** + a logical noun.

I have a friend ___whose___ ___parents___ are very demanding.

1. Last night I saw a celebrity on TV __________ __________ was annoying.
2. John is a man __________ __________ are always very stylish.
3. They are popular writers __________ __________ are well-known.
4. It is a poem __________ __________ is very difficult.
5. The student __________ __________ won first prize was very proud.

F. Circle ***who's*** or ***whose***.

1. Do you know the person (who's / whose) standing at the back of the class?
2. He's the guy (who's / whose) notorious for borrowing money that he never repays.
3. Al-Kwarizmi is the mathematician (who's / whose) ten-digit numbering system had a great impact on mathematics and arithmetic worldwide.
4. They want to find a secretary (who's / whose) responsible and efficient.
5. Professor Blake is the one (who's / whose) taught us math for two years.
6. We have a friend (who's / whose) brother is in Australia.
7. Is she the woman (who's / whose) wallet was lost?
8. Amin is a poet (who's / whose) poetry both my father and I enjoy.
9. I'd like to find out (who's / whose) eaten everyone's food.

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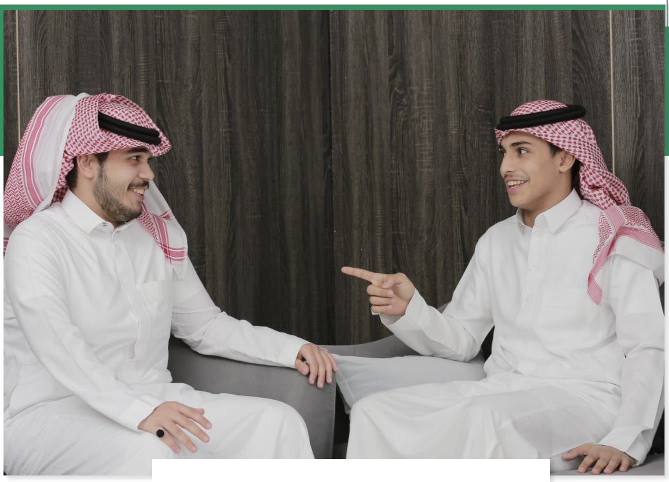
4 Conversation



Abdullah: Hey, Mohammed. How was your day?

Mohammed: Leave me alone.

Abdullah: What's eating you?

Mohammed: Sorry. I'm just really aggravated. I lost the watch that my parents got me for my graduation. I'm really down in the dumps. I loved that watch. And, of course, my parents are going to hit the roof when they find out. If only I'd been more careful with it.

Abdullah: What a shame. Do you know where you left it?

Mohammed: If I knew where I left it, then it wouldn't be lost!

Abdullah: OK. OK. Don't get bent out of shape. When did you realize it was gone?

Mohammed: When I got to work this morning. I looked all over the office and here at home. It seems to have vanished into thin air.

Abdullah: And when's the last time you remember seeing it?

Mohammed: I was running late this morning. I remember taking the watch off my nightstand and looking at it right before I went into the bathroom to shave.

Abdullah: Did you put it on after you looked at it?

Mohammed: No. I didn't want it to get wet, so I put it on top of the medicine cabinet. Hold on. Let me take a look... Here it is! Abdullah, you're a genius!

Abdullah: I keep trying to tell you that!

About the Conversation

1. Why is Mohammed aggravated?
2. When did Mohammed realize that his watch was missing?
3. Where did Mohammed leave his watch? How did he realize this?

Real Talk

eating = bothering
down in the dumps = feeling sad and disappointed
hit the roof = be very angry
bent out of shape = upset, agitated
vanished into thin air = disappeared without a trace

Your Turn

Role-play with a partner. Tell your partner about something you lost. Use phrases from the box to express regret about the thing you lost. Your partner will express understanding and sympathy about the loss.

Expressing Regret	Expressing Understanding
I regret (not) having...	How awful/upsetting that must have been!
I regret verb + *-ing*...	I know how that feels.
I will/would never do that again!	I'm sorry that happened.
I wish I had(n't)...	That's too bad.
I'm really annoyed that...	What a shame!
I'm sorry I ever...	
If only I...	
Looking back, I would have...	

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5 Listening

Listen to two people talking about things they have lost. Then complete the chart.

		David	Mariella
1.	What was lost?		
2.	How did it get lost?		
3.	How was it found?		
4.	How will the person avoid losing it again?		

6 Pronunciation

The ***h*** sound is often left out at the beginning of:

- the pronouns ***he***, ***her***, ***him***, and ***his***;
- the auxiliary verbs ***have***, ***has***, and ***had***.

Listen and practice.

1. By the time I came outside to check on **h**im, **h**e was gone.

2. I spent an hour looking for **h**im around the neighborhood, but couldn't find **h**im.

3. It was a woman in one of **h**er classes.

4. The most important thing I **h**ave ever lost was my cell phone.

5. She said a woman **h**ad found it on the beach.

7 Vocabulary Building

A. You will see the following words in the reading on pages 188 and 189. Match the words with their meanings.

1. _______ accustomed — **a.** someone who determines the value of something

2. _______ appraiser — **b.** real

3. _______ astronomer — **c.** stuck between two things

4. _______ authentic — **d.** used to

5. _______ stumble upon — **e.** find something by chance

6. _______ wedged — **f.** scientist who studies outer space

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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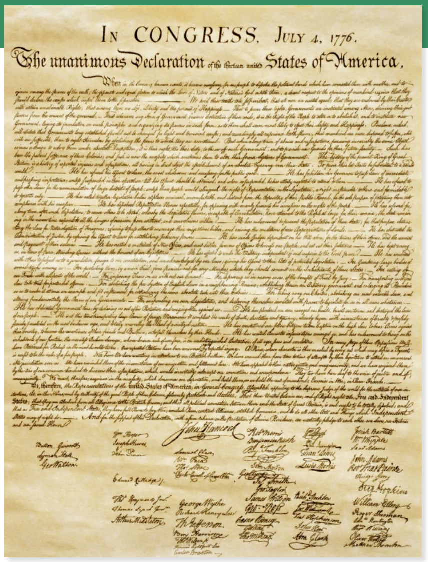
8 Reading

Before Reading

Where are some places that people might find valuable items? Have you ever looked for treasures in these places? If so, what have you found?

LOOK WHAT I FOUND!


IN CONGRESS, JULY 4, 1776.
The unanimous Declaration of the thirteen united States of America.

We are accustomed to hearing announcements of important discoveries made by experts. For example, no one was surprised that it was an archaeologist who discovered Tutankhamun's tomb or an astronomer who spotted Neptune. But every once in a while, the most astonishing discoveries are made by ordinary people.

Take, for example, the story of the Philadelphia man who, in 1989, made a historic discovery in a flea market. The man, whose identity was never made known, bought an old painting at the flea market for $4. He did not like the painting, but bought it because he liked the frame. When he got the painting home and took it out of the frame, he was surprised to discover a folded-up document wedged between the painting and the backing of the frame. The document appeared to be an old copy of the American Declaration of Independence. Taking a friend's advice, the man took the document to a professional appraiser where he received incredible news. The document was one of the original copies from the first printing of the Declaration of Independence in 1776. There were only 24 other such copies known to be in existence. The man put this incredibly rare document up for sale and found a buyer for $2.42 million!

Teri Horton had a similar experience in 1987. Horton was looking through a thrift shop one day when she came across a painting that she thought was one of the ugliest things she had ever seen. She decided to buy it for a friend as a joke gift. She bargained the $8 price of the painting down to $5 and dragged the huge painting to her friend's home. However, the friend refused to take the painting because she thought it was too big and ugly. Horton took the painting home and organized a garage sale where she hoped to get rid of it.

A local art teacher happened to be passing by and saw the painting. She told Horton that the painting looked like it had been painted by Jackson Pollock, a famous 20th century painter whose paintings sell for millions of dollars. Horton had the painting evaluated by experts, many of whom agreed with the art teacher. Since then, Horton has devoted herself to proving that her painting is authentic. She has gained many supporters along the way, including a powerful art dealer. She has had numerous offers to buy the painting, including one for $9 million, but has refused each one. Horton is confident that eventually the art world will accept the painting as an authentic Pollock. If and when this happens, the painting could be worth over $50 million!

Perhaps the single most historic discovery made by a non-expert in recent years was made by an unemployed British man named Terry Herbert. Herbert is an amateur treasure hunter who searched fields and back lots with his metal detector for over 18 years. In all those years, Herbert had never found anything of significant value. But it is a good thing he was so persistent. In September of 2009, while using his metal detector on the land of a friend's farm, the detector started beeping wildly. Herbert started digging and soon discovered that he had struck gold—literally: He had stumbled upon the largest Anglo-Saxon treasure ever found. The treasure consisted of 11 pounds of gold and 5 pounds of silver in the form of over 1,500 ornaments, swords, and other weapons. Experts believe this find will give us a much greater understanding of the Anglo-Saxons, the rulers of England from the 5th century until 1106. They also believe that this discovery will be considered one of the most important discoveries in British archaeological history.

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The treasure, the value of which will be determined by a committee of experts, will be sold to a museum. The money from this sale will be split evenly between Herbert and the friend who owns the field where Herbert made the discovery. Herbert says that this experience has been "more fun than winning a prize."

So the next time you pass a garage sale or thrift store, or are clearing out "junk" from your attic, take a careful look. Who knows what unimagined treasures you may discover!

A portion of the Anglo-Saxon treasure found

After Reading

Answer ***true*** or ***false***. Rewrite the false statements to be true.

1. ______ An original copy of the American Declaration of Independence was once bought for $4.

2. ______ Jackson Pollock was a famous 19th century painter.

3. ______ Teri Horton owns a painting that may be an original Jackson Pollock.

4. ______ The Anglo-Saxons ruled England in the 1600s.

5. ______ The largest Anglo-Saxon treasure ever found was found with an ordinary metal detector.

6. ______ The Anglo-Saxon treasure found by Herbert consisted entirely of jewels.

9 Speaking

1. Choose a historical place in Saudi Arabia and talk about it. Think about what you might find there.

2. What would you do if you discovered a treasure there, like the people in the reading and didn't know it was valuable? Would you get rid of it, keep it, sell it, or have it appraised by an expert?

3. What would you do if you knew it was valuable? Make notes in the chart and compare ideas in groups.

What would you do if you found a...	1. Valuable document	2. Valuable object	3. Buried treasure
Describe the...			
How would you feel if you found a...?			
What would you do with the...?			
Reasons for your choice			

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10 Writing

A. **1.** Have you ever lost a piece of luggage during or after a trip? What would you do if you discovered that you had lost your suitcase?

2. Do you think lost luggage is eventually found or not? Please give reasons.

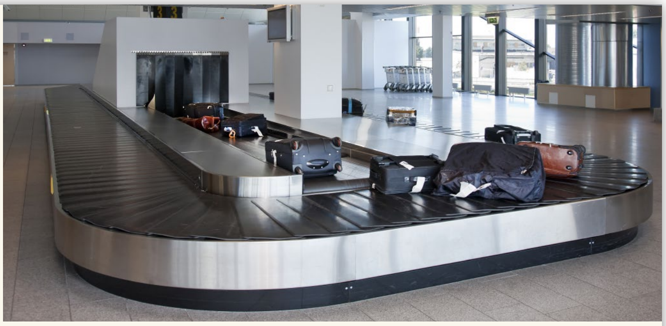
3. What would you do to avoid losing it?

4. Read the title of the text below. It does not tell you what happened but raises some questions.
- When do you think someone might be thinking or saying this?
- What kind of story do you expect to read about?

5. Read the personal narrative below and find out.
- What is the writer's occupation?
- Do you know anything about his age or appearance?
- What kind of person do you imagine he is?
- Where did the incident take place?
- What kind of state do you think the writer was in? How do you know?
- Could you predict the ending before you got to it? Why? Why not?
- How do you think the writer felt at the end?

6. What would you have done? Why?

Had I really lost it?



I had just gotten back from a business trip in China. I had been working very hard for a week, trying to make the most of my time there; I had meetings every day, wrote proposals and reports, discussed options with my associates, and so on. In other words, I was exhausted!

I had had a long but comfortable flight, during which I had been unable to relax because I kept thinking of the backlog waiting for me at work. All kinds of pending issues surged into my mind and started swirling about. I tried to push them back, but with little success. When we landed, I made up my mind to drive to the office first, deal with any urgent matters, and then go home.

I headed for the carousel to wait for my luggage. I just followed the crowd and stood by with a trolley, waiting for my suitcase to appear. People kept on picking up their luggage and walking away, and I kept on waiting and getting more and more stressed. Eventually, the carousel stopped. I was told that there was no more luggage. I could not believe it! I had even packed a new laptop in my suitcase to avoid carrying it. I rushed to the information desk, all worked up, ready for a fight!

The person in charge was used to dealing with upset passengers, so he explained what the procedure was and offered to take me to the service that dealt with lost items, where I would have to fill out a form with all my details. He assured me that, in most cases, the luggage was eventually recovered. On the way, we walked past another carousel with some suitcases lined up alongside it. I caught a glimpse of a familiar sticker through the corner of my eye. When I stopped to check, I realized that I had found my suitcase. I had been waiting at the wrong carousel!

7. Read the personal narrative again and identify:
- statements that provide factual information about what the writer and other people did
- statements that provide access to the narrator's thoughts and feelings
- sections that convey slower motion and faster motion, and how this is achieved

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B. 1. Write a personal narrative about something important that you have lost and/or found.

2. Before you begin writing, use a chart to outline the events of the story in the order that they happened.

3. Write your personal narrative describing what happened. Gives as many details as you can about the experience.

Topic of Narrative: ______		Feelings/attitude
First		
Next		
Next		
Then		
Finally		

How Did You Lose That?

The story I am about to tell is an embarrassing one. It happened in 2019, which I will always remember as the year when I lost my laptop. That's right. I lost my 17-inch laptop. It was not stolen. I lost it.

My story begins at a large university library where I had gone to study and do some research. I used my membership card to get in and had to wait for almost an hour for a spot to become vacant at one of the tables where I could plug in my laptop. I was so excited about my new membership and just being there, that I left everything on the table and walked away towards the journals section. When I tried to get back to the table, where I'd left my laptop, I could not find it . I had forgotten the number next to the outlet...

Writing Corner

When you write a personal narrative:

- **use devices that can make your story more vivid.**
- **include parts where you are thinking aloud and revealing your thoughts or predicament.**
- **address direct questions to the reader, such as:** *Who would think of such a thing?*
- **vary the pace of your story depending on the events and the feelings/mood involved.**
- **notice that you don't need to state everything explicitly; some developments or thoughts are naturally understood by the reader.**

1. Identify all the acts and/or thoughts that are implied and understood by the reader in the last lines of the model essay and write them.

I stopped walking toward the service desk where I was going to fill out a form for my lost luggage.
I walked toward the suitcases that... ______________________

____

2. What is the effect on the reader when everything is stated or even restated explicitly?

____

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11 Form, Meaning and Function

Conditional Sentences with *If*-Clause: Imaginary Situations for the Past

We use past hypothetical conditionals to talk about things that did not happen in the past. They are often used to express regret or criticism. The past perfect is used in the *if*-clause.

If Howard Carter **hadn't persuaded** his friend, Carnarvon, to fund the search for Tutankhamun's tomb, he **would never have discovered** King Tut's treasure.

As If/As Though for Unreal Situations

We can use *as if* and *as though* + a past or past perfect verb to suggest that something is unreal or untrue.

He talks **as if** he **were** an expert in the field. They act **as though** they **had not cheated** on the test.

It's High Time/It's About Time for Unreal Situations

Use *It's high/about time* + past simple to talk express criticism that something should have happened, or should already have been done.

It's high time you **found** a job and earned a wage. **It's about time** you **thought** about the future.

A. Read the situations and speculate on how things might have turned out differently. Rewrite the situation using hypothetical *If*-clauses for the present and the past. Compare your ideas with a partner.

Carter did not give up the search for Tutankhamen's tomb. Carter's team discovered the most amazing artifacts. The artifacts were moved to The Egyptian Museum in Cairo. Many people have enjoyed visiting the exhibition.
If Carter had given up the search for Tutankhamen's tomb, he wouldn't have discovered the most amazing artifacts. The treasures wouldn't have been dug up and exhibited in The Egyptian Museum in Cairo. Many people would not have been able to see the incredible display.

1. A Philadelphia man visited a flea market. He purchased an old painting. Inside the painting was a valuable and rare document.
2. Teri Horton was having a garage sale. A local art teacher was passing and saw a painting. The teacher told Mrs. Horton that the painting looked like a valuable piece of art by a very famous painter.
3. Terry Herbert bought a metal detector. He used the metal detector to search for treasure for more than 18 years. He didn't give up. He visited a friend's farm and used his metal detector on his friend's land. He found a lot of gold. Archaeologists and historians learned a lot about England in the 5th century as a result of Terry Herbert's discovery.

B. Use the cue words to write a new sentence with ***It's high/about time, as though*** and ***as if***.

1. Terry Herbert was not dreaming when he found 11 pounds of gold! (feel / as though / be)
   Terry Herbert felt as though he were dreaming when he found 11 pounds of gold!
2. We are not rich. (spending money / as though) ____________________
3. You should stop gossiping. (It's high time) ____________________
4. You did not see something scary. (look / as if) ____________________
5. Adel is not an old man. (walks / as though) ____________________
6. You don't own this house. (behaving / as if) ____________________
7. He didn't take lessons in public speaking. (speaks / as if) ____________________
8. Faris needs this job. (talking / as though) ____________________
9. My brother ought to take better care of himself. (It's about time) ____________________
10. She started the rumor. (pretends / as though) ____________________

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Words Connected With Historical Monuments

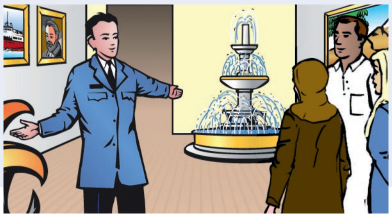
Some words we often use to talk about historical monuments are:

ancient	tomb	archaeologists	discover
ethnographic	exhibits	historians	preserve
exquisite	artifacts	Egyptologist	photograph
extraordinary	lost treasures	king	record
priceless	museum	queen	search
breathtaking	art gallery	pharaoh	exhibit
legendary	monuments		reveal

Inversions

Use the following expressions at the beginning of a sentence + auxiliary + subject to show emphasis:

Not only *did they* find exquisite paintings, **but** they **also** found furniture when they opened up the tomb.
No sooner *had they* decided to give up **than** they saw a sealed door leading to the tomb.
Little *did they* know that they would find some steps buried under an ancient hut.
Not until I heard their story *did I* understand the hardships they must have suffered.
On no account/Under no circumstances *should they* give up the search.
Seldom *have I* been so lost for words.
Never *have I* seen something so remarkable.



C. Read each review of museum exhibits in a city. Complete the gaps with a vocabulary word from the chart above. There may be one more than one possible answer for some gaps.

Jeddah Regional Museum of Archaeology and Ethnography	**The Egyptian Museum of Antiquities, Cairo**
The museum can be found in the (**1.**) _______ Khuzam Palace in the Al-Nuzlah al-Yamaniyah in the south of Jeddah. The building, which was originally a royal palace, is (**2.**) _______. There are artifacts dating from the stone age period, and more (**3.**) _______ and (**4.**) _______ which show the rise of Islam. There is also an (**5.**) _______ collection of (**6.**) _______ items which illustrate the culture of the region in more recent times.	The first section of the museum houses the lost (**7.**) _______ of Tutankhamun, the boy pharaoh of Egypt who became a (**8.**) _______ when he was only nine or ten years old. There are gold masks, stunning jewelry, (**9.**) _______ paintings and inlaid boxes, and other objects of (**10.**) _______ beauty and craftsmanship. The next sections of the museum take you through a tour of history, including (**11.**) _______ from the pre-dynasty and the Old Kingdom and monuments from more recent times. In other rooms you can see (**12.**) _______ coins and papyrus. There is also a hall for mummies, housing eleven (**13.**) _______ and kings.

D. Rewrite the sentences in your notebooks using the words in parentheses. Use inversions.

You can see ancient coins and papyrus. (not only)
Not only can you see ancient coins, but you can also see papyrus.

1. You can't take photographs of any rooms or exhibits. (circumstances)
2. I don't go to museums and art galleries very much these days. (seldom)
3. Ali and Ahmed had just arrived when the seminar finished. (sooner)
4. The ancient Egyptians knew about the medicinal use of oils and kohl. (not only)
5. You are not allowed to touch anything. (account)

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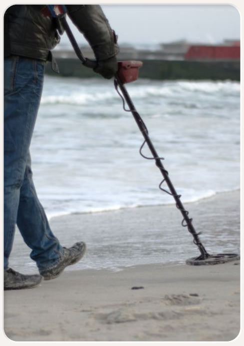
12 Project

1. Work in pairs/groups. Think about and research 2 discoveries that were made by ordinary people by accident. If you choose to use real stories of your family, interview people who can give you more information about what happened and the people involved.
2. Make notes about the story in the chart. Include your own comments.
3. Use your notes to prepare a PowerPoint or a poster presentation of the discovery story in class. Remember to use photos and/or illustrations.



Discoveries Made by Ordinary People		
What was discovered?	1.	2.
Where was the discovery made?		
Who made the discovery? How?		
What did the finder do?		
What was the outcome?		
Your views and comments		

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13 Self Reflection

Things that I liked about Unit 12:	Things that I didn't like very much:
______________________	______________________
______________________	______________________

Things that I found easy in Unit 12:	Things that I found difficult in Unit 12:
______________________	______________________
______________________	______________________

Unit 12 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
conduct an interview			
express regret			
express understanding			
use *where* and *when* in adjective clauses			
use *whose* in adjective clauses			
use conditional sentences with *If*-clauses (past time)			
use: *as if/as though*			
use a range of inversions			
talk about historical monuments			

My five favorite new words from Unit 12:	If you're still not sure about something from Unit 12:
______________________ ______________________ ______________________	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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EXPANSION Units 10–12

1 Language Review

A. Change the quoted speech to reported speech. In some cases, more than one answer is possible.

Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great. —Mark Twain

Mark Twain advised people to keep away from people who try to belittle their ambitions. He said that small people always did that, but the really great made you feel that you, too, could become great.

1. We have to be always ready and fit. I train my own children to walk barefoot, to rise two hours before dawn, to eat but little, to ride horses bareback – sometimes we have not a moment to saddle a horse, leap to his back and go. —King Abdulaziz
2. I will be father to the young, brother to the elderly. I am but one of you; whatever troubles you, troubles me; whatever pleases you, pleases me. —King Fahd bin Abdulaziz
3. A man who views the world the same at fifty as he did at twenty has wasted thirty years of his life. —Muhammad Ali
4. I will praise any man that will praise me. —William Shakespeare
5. He who obeys the Almighty has no difficulty in exacting obedience to himself. —King Abdulaziz
6. ...every Muslim should work on some endowments that could benefit him in the life after death. Likewise, I prefer for my children to work on developing the wealth, that they would normally inherit after my death, while I am still alive, rather than keep it and continue working to increase it myself. —Sulaiman Al-Rajhi

King Abdulaziz (Ibn Saud)

B. Complete each sentence with a relative pronoun and your own idea.

I am accustomed to wearing clothes *that are baggy and comfortable*.

1. The most ridiculous rumor ________ I ever heard was ________________________.
2. The virtues ________ I think are the most important are ________________________.
3. Makkah is a city ____.
4. I am someone ________ always ________________________________.
5. I think ________________ is the person ________ has had the biggest impact on my country.
6. The language ________ I would most like to acquire is ________________________.
7. ___________ is a person ________ I admire so much because ________________________.
8. I am accustomed to having friends ________________________________.
9. The object ________ is my greatest treasure is ________________________.
10. ________________________________ is something ___________ really intimidates me.

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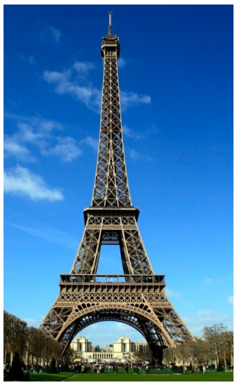
C. Circle the correct relative pronoun in each sentence.

1. My mother is the person (who / that / whose) praise means the most to me.
2. The shirt (where / who / which) I bought has a stain on the collar.
3. The day (where / when / which) he graduated was the best of his life.
4. The appraiser (who / which / whose) determined the diamond's authenticity is an expert.
5. Al-Zahrawi is the 10th century surgeon (who / whose / where) is considered to be one of the fathers of modern medicine.
6. I like weekends (where / who / when) I can spend time with my family.
7. We often go to the park (whose / where / when) we relax for hours.
8. A humanitarian is a person (who / whose / when) goals are noble.

D. Write at least eight sentences about the photos using adjective clauses.
Use the pronouns ***that***, ***which***, ***who***, ***where***, ***when***, and ***whose***.

1939 was the year when World War 2 began.



1939

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2 Reading

Before Reading

1. What are some things in the natural world that might have been difficult for people to understand before the development of science and technology?
2. Do you think everything in the natural world can now be explained with science and technology?

It's a Mystery

Before the development of science and technology, man viewed the natural world as mysterious and sometimes frightening. People were confounded by questions such as *What is thunder? How are mountains formed? What causes sickness?* Then, with the development of science, man started to find the answers to such questions. Now that we live in an age of advanced scientific knowledge, it sometimes seems we have unlocked all the mysteries of nature. Yet every so often, nature presents us with unexplained phenomena for which there are still no rational, scientific explanations.

One such phenomenon that has been reported around the globe since ancient times is strange rainfall. From such diverse points on the globe as the U.S., Europe, and India, people have periodically reported such things as fish, frogs, and snakes suddenly falling from the sky. In one case, in July of 1901, a sudden heavy rain of frogs and toads fell on the city of Minneapolis, Minnesota. A reporter who covered the event wrote: "When the storm was at its highest, there appeared from the sky a huge green mass. Then followed a peculiar sound, unlike that of rain or hail. When the storm lessened, people found a variety of frogs 'three inches deep and covering an area of more than four blocks...so thick in some places [that] travel was impossible.'"

Some people believe these events are caused by tornadoes that occur over bodies of water. The theory is that the tornadoes, whose force sucks up animals into the clouds, are also responsible for carrying the animals until they are dropped back onto land. However, this explanation has never been proven. It also does not explain why many of these rainfalls consist of only one species, and why many of them consist of species that are not native to the area where they fall, but to an area many hundreds of miles away.

Perhaps the rainfall that has most confounded scientists is a heavy red rain that fell sporadically on Kerala, India over a two-month period in 2001. According to locals who experienced the rains, there was a flash of light and a boom so loud that it shook the houses in town. And then the rain began. The Kerala rain was studied by scientists around the world. It became famous in 2006 when Godfrey Louis, a professor at Mahatma Gandhi University in Kerala, made some astonishing claims about the rain. Louis said that the rain appeared to be composed of living, biological cells. However, he said that there was no evidence of DNA in the cells. As all cells on earth contain DNA, Louis concluded that the colored particles were living cells from a life form on another planet, carried to this planet by a meteorite. However, not all scientists agree with Louis, and the origin of the red rain of Kerala is still generally considered to be a mystery.

Another natural phenomenon that science has yet to explain is *ball lightning*. Ball lightning is the term for rare balls of light, usually at least as big as a doorknob and sometimes as big as a football, that float

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through the air during thunderstorms. These balls have no smell and no heat. They usually vanish soundlessly or explode with a loud pop when they come across something electrical, like a computer or TV. Although these strange electrical occurrences are not common, there have been occasional reports of ball lightning for centuries.

One widely-reported case of ball lightning occurred in January of 1984 in a Russian passenger plane. A Russian newspaper reported that the ball lightning "...flew above the heads of the stunned passengers. In the tail section of the airliner, it divided into two glowing crescents that then joined together again and left the plane almost noiselessly." Although the ball lightning left two holes in the plane, it has often been reported to pass through solid objects without leaving a mark. Because ball lightning occurs so rarely and unexpectedly, scientists have not been able to study this phenomenon, and it remains a great mystery.

In this age of advanced scientific knowledge, it may seem surprising that there are occurrences in the natural world for which we have no explanation. But perhaps it is a good thing that we have not unlocked all of the mysteries of the natural world. Such mysteries help us maintain a healthy respect, curiosity, and awe of the natural world.

After Reading

A. Match the words with their meanings.

1. ______ confounded	**a.** logical
2. ______ rational	**b.** strange
3. ______ mass	**c.** having no pattern or order in time
4. ______ peculiar	**d.** confused
5. ______ species	**e.** type
6. ______ sporadically	**f.** an amount of matter with no specific shape
7. ______ meteorite	**g.** amazement
8. ______ awe	**h.** rock or metal that has fallen to Earth from outer space

B. Answer the questions.

1. What are some of the mysterious things that have fallen from the sky?
2. What does Godfrey Louis believe about the red rain of Kerala and why?
3. What is ball lightning?
4. Describe the ball lightning that occurred on a Russian airplane.

Discussion

1. Would you like science to discover a reason for the mysteries described in the reading? Why or why not?
2. Do you think people had more respect for the natural world before science unlocked so many of its mysteries? Explain.
3. What are some other mysteries for which there are no known explanations?

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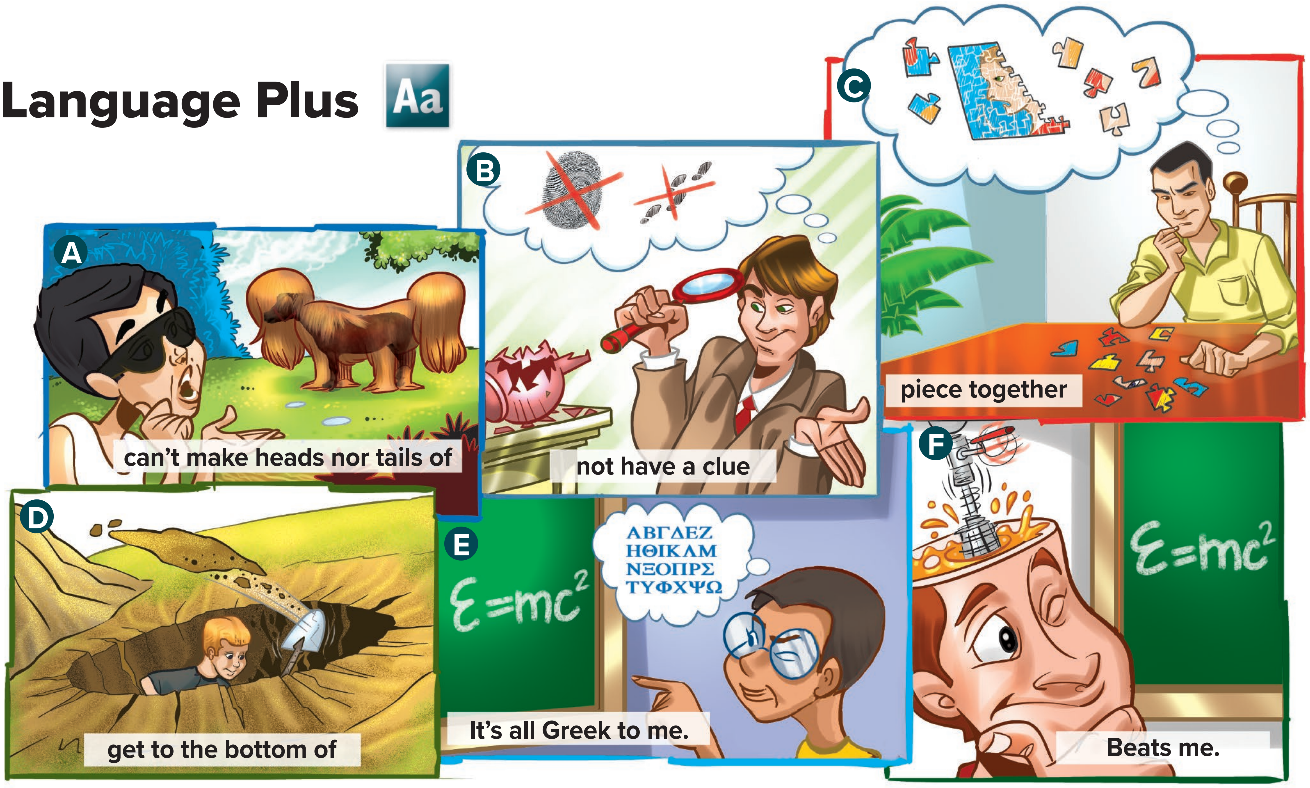
3 Language Plus



Complete each situation with an idiom shown.

1. I cannot understand the directions in this computer manual. ____________________
2. **A:** Why did he drop the class?
   B: ____________________ He told me last week that he loved the class.
3. I ____________________ the assignment, so I'm going to talk with my teacher about it.
4. He's been having lots of different problems with his car lately. He's taking it to a garage today so that a mechanic can ____________________ the problem.
5. The investigators will ____________________ the clues to track down the thieves.
6. I found a gold watch in my mailbox, and I do ____________________ where it came from.

4 Writing

Tools for Writing: Using the Definite Article with Geographical Nouns

The is generally not used before:
- continents: *Asia, Europe*
- countries: *Saudi Arabia, Oman, Brazil, Canada* (Exceptions include: *the United States, the Philippines*)
- states, cities, and streets: *Jeddah, Abha, Massachusetts, Chicago, Wall Street*

The is generally used before:
- points on the globe: *the Equator, the South Pole*
- geographical areas: *the Middle East, the South*
- rivers, oceans, and seas: *the Nile, the Atlantic, the North Sea*

Correct the use of ***the*** in these sentences.

1. The Arizona is a state in southwest of the United States.
2. Egypt is on the continent of the Africa.
3. Nile River helped the Egypt become one of the most powerful nations of the Africa and Middle East.

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Writing Prompt

Research and write an essay about an unexplained mystery. Include grammar points from Units 10–12.

Write Your Essay

1. Choose a mystery to research and write about. Use an idea from the box or an idea of your own.

Big Foot	Stonehenge	The Loch Ness Monster
Chupacabras	The Bermuda Triangle	The Lost City of Atlantis
Crop Circles	The Green Sahara	The Taos Hum

2. Use a chart to organize your ideas. Write what you already know about the mystery in the **K** (*Know*) column. Write what you want to learn in the **W** (*Want to Learn*) column. Research these questions in your library or on the Internet. Then write what you've learned in the **L** (*Learned*) column.

K	W	L

3. Write a draft of your essay, working carefully to construct an effective conclusion.

4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Developing Your Writing: Writing Effective Conclusions

An effective conclusion usually refers back to the topic sentence in the essay's introduction, gives an essay a sense of completeness, and gives the reader something to think about. It is common to conclude an essay with one or more of the following techniques:

- asking the reader a thought-provoking question
- using a quotation
- calling for some kind of action
- evoking an image
- echoing an image or idea from the introduction

It seems there is much we may never know about Stonehenge. For all the years that scientists have studied this prehistoric monument, we still do not know who built it or how it was built. We do not know whether it was used as a scientific observatory, as a place where people were buried, or as a place to which people came for ancient ceremonies. However, one thing is clear: Stonehenge reveals the amazing mathematical sophistication and engineering knowledge of its builders. How did these builders have such complex mathematical understanding thousands of years before the Egyptians arrived at the principles of modern mathematics? This is, perhaps, the greatest mystery of Stonehenge and will be speculated about for many years to come.

The Mystery of Stonehenge

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Vocabulary

1 Two Is Better Than One

VOCABULARY

Nouns

aggression
aviation
contentment
deficiencies
elements
(moral) fiber
glider
leftovers
operation
pediatric surgeon
pioneer
predators
propeller
radioactivity
struggle
symbiosis
tentacles

Verbs

chuckle
compensate
honor
reject
swoop

Adjectives

acute
devoted
experimental
extensive
fearsome
flustered
invaluable
legendary
reliable
symbiotic

EXPRESSIONS

Negotiating

How about if I...and you...?
I think it would be fair if...
I'm sure we can work this out.
OK, I'll agree to...if you will...
Would you (be willing to)...if I...?

Real Talk

No sweat.
Not my cup of tea.
on the same wavelength

2 Influential People

VOCABULARY

Nouns

asset
charity
dispute
endowment
founder
foresight
hurdle
inventory
obscurity
phenomenon
philanthropist
poverty
reputation
wealth

Verbs

assemble
compile
comply with
dismantle
excel
implement
prosper
resign

Adjectives

formal
impoverished
influential
materialistic
overwhelming
prominent
reasonable
renowned
rural

Adverb

enormously

EXPRESSIONS

Discussing options

At the same time,...
But then again,...
I could always...
On the other hand,...
The alternative would be to...
What would you think about...?

Real Talk

cash
don't mind
drive someone crazy
get cold feet
go (around) in circles
put (something) aside for a rainy day

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3 What Will They Think of Next?

VOCABULARY

Nouns		Verbs		Adjectives	Adverbs of degree
acrobatics	expectancy	adopt	invest	commonplace	amazingly
biodiversity	gravity	compete	preserve	condensed	extensively
biosphere	industry	determine	simulate	cushioned	incredibly
chain	orbit	estimate	span	lucrative	mainly
circuits	rank	gaze	substitute	obsolete	
demolition	sanitation	generate	transport	reusable	
				rigorous	
				steep	

EXPRESSIONS

Persuading

(I'm sure) if you just give it a try, you'll find that...
Look at it this way...
One of the advantages is...
One reason you should consider...
Trust me on this...
What's great about this is...

Real Talk

check out
ditch
go with the flow
hoopla
lugging

EXPANSION Units 1–3

VOCABULARY

Nouns			Verbs	Adjectives	Adverb
capabilities	life form	telescope	confirm	discouraged	unintentionally
diameter	limitations	radio waves	detect	entire	
galaxy	radio	shortcomings	monitor	extraterrestrial	
				optimistic	
				vast	

EXPRESSIONS

Idioms

be in another world
be on top of the world
be worlds apart
carry the weight of the world on (one's) shoulders
The world is (one's) oyster.
Where in the world...?

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4 The World of TV

VOCABULARY

Nouns
conspiracy
defect
delusion
epic
formula
gadgets
intrigue
magnifying glass
melodrama
throne
villain

Verbs
abandon
captivate
capture
confront
erupt
reclaim
triumph

Adjectives
abrupt
altered
animated
carefree
cold-blooded
crucial
dormant
enduring
evil
evolutionary
exotic
formulaic
phenomenal
prestigious
prominent
superhuman

Adverbs
eagerly
ironically
tremendously

EXPRESSIONS

Agreeing
I agree completely.
I couldn't agree more.
You're absolutely right.
You're right about *that*.

Disagreeing
(I'm sorry but) I don't agree (with you).
(I'm afraid) I don't really agree.
I'm not so sure about that.
I see it differently.
I totally disagree.
You *must* be joking.

Real Talk
a dime a dozen
doze off
hard to swallow
just

5 Do You Really Need It?

VOCABULARY

Nouns
brand
consumer
formula
implement
logo
trait

Verbs
admire
authenticate
covet
expose
imprint
intend
promote

Adjectives
artificial
dull
cursive
exclusive
frustrating
obsolete
outlandish
revolutionary
sophisticated
unconventional

Adverbs
dramatically
similarly
spontaneously
virtually

EXPRESSIONS

Advising against something
Are you sure you want to do that?
I don't think that's a good idea.
I wouldn't do that if I were you.
I'm afraid you're going to regret it if you...
You should think carefully before you...

Real Talk
beat it
blow
broke
max out

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6 The Gender Divide

VOCABULARY

Nouns

anxiety
capacity
content
gender
impact
intuition
intensity
recovery
reflex
species
stereotype
temperament

Verbs

convey
encounter
witness

Adjectives

countless
feminine
intimate
literal
masculine
non-verbal
repetitive
restless
rich
significant
tedious
verbal

EXPRESSIONS

Asking for directions

Am I headed in the right direction?
Can you tell me how to get to...?
I'm looking for...

Real Talk

for ages
know (something) like the back of my hand
make a big deal about
over
You can say that again.

Giving directions

Go straight on...until you get to a...
If you see a...you've gone too far.
Keep going until you come to a (crosswalk/set of traffic lights).
Take a left/right after the (first, second, etc.) set of traffic lights.
When you get to...you'll see a...

EXPANSION Units 4–6

VOCABULARY

Nouns

acronym
impact
interlocutor
mindset
mobility
norm
peer

Verbs

overhype
utilize

Adjectives

abbreviated
affordable
diminishing
intimidated
overrated
potential

EXPRESSIONS

Idioms

break into a cold sweat
root for someone
The third time's the charm.
throw caution to the wind

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7 Everyone Makes Mistakes

VOCABULARY

Nouns
adhesive
descendant
executive
fastener
flop
novelty
patent

Verbs
boost
damage
discard
dissolve
endure
tamper

Adjectives
absent-minded
commercial
countless
desolate
indefensible
intense
outraged
ubiquitous

Adverb
automatically

EXPRESSIONS

Apologizing
Can you forgive me?
I feel awful about this.
I'm so sorry.
I'm sorry. I should (not) have...
Please excuse me for...

Responding to an apology
Don't worry about it.
Forget about it.
It's no big deal.
That's OK.

Real Talk
(no) big deal
Don't sweat it.
flake
make too much of (something)
slip (one's) mind

8 Against the Odds

VOCABULARY

Nouns
disruption
emergency
hypothermia
priority
pulse
reception
summit

Verbs
assassinate
hallucinate
pledge
safeguard

Adjectives
astounded
delighted
detectable
disoriented
exhilarating
frostbitten
haggard
identical
intact
selective
startling
striking
unconscious
unprecedented
vulnerable

Adverbs
seemingly
ultimately

EXPRESSIONS

Expressing surprise
How about that!
I can't believe this!
I can't get over this.
I'm speechless.
No way!
That's incredible/amazing!
This is hard to believe.
What are the chances?

Real Talk
break
freak (someone) out
iffy
on cloud nine

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9 Beauty Is Only Skin Deep

VOCABULARY

Nouns

appreciation
elements
famine
fascination
ideal
obsession
proportion
standard
symmetry
varnish

Verbs

emerge
extract
faint
rotate
stitch
trace
vary

Adjectives

appealing
bizarre
chubby
glazed
instinctive
plump
privileged
synthetic
well-groomed

Noun clauses after adjectives

be afraid (that)
be amazed (that)
be aware (that)
be certain (that)
be disappointed (that)
be glad (that)
be happy (that)
be lucky (that)
be sure (that)
be surprised (that)
be worried (that)

Noun clauses after verbs

believe (that)
complain (that)
decide (that)
discover (that)
dream (that)
expect (that)
fear (that)
feel (that)
find out (that)
forget (that)
hope (that)
imagine (that)
know (that)
learn (that)
notice (that)
remember (that)
suspect (that)
think (that)
understand (that)

Noun clauses as subjects of sentences

It is a fact (that)
It is funny (that)
It is obvious (that)
It is possible (that)
It is strange (that)
It is surprising (that)
It is true (that)
It is unlikely (that)

EXPRESSIONS

Making a complaint

I am very unhappy/upset about/with…
I insist that you…
I want to make a complaint.
I'd like to speak with a manager.
I'm not (at all) satisfied with this (situation).
I'm sorry to have to say this but…
This is completely unsatisfactory.
This is not what I expected/is nothing like…
This…is too…

Real Talk

beat around the bush
blow them away
by far
did a double take
fit to be tied
on the house

EXPANSION Units 7–9

VOCABULARY

Nouns

distress
phobia

Verbs

alleviate
kneel
pose

Adjectives

confined
devastating
gradual
irrational
minimal

EXPRESSIONS

Idioms

get goose bumps
make your hair stand on end
scare the living daylights out of
scared stiff
scared to death
shake like a leaf

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Vocabulary

10 They Said, We Said

VOCABULARY

Nouns

bore
boredom
calamity
conflict
criticism
gossip
insecurity
promotion
ridicule
rumor
scandal
status
virtues

Verbs

circulate
divulge
exclude
indulge
praise
squash

Adjectives

brilliant
confidential
derogatory
imminent
immune
malicious
superior

EXPRESSIONS

Telling a secret

Can you keep a secret?
Please don't tell anyone I told you this, but…
You'll never believe what I heard.
You're not going to believe this, but…

Promising to keep a secret

I promise I won't tell anyone.
I won't say a word about it.
My lips are sealed.
You can trust me.

Real Talk

backstabber
bad-mouth
behind (someone's) back
for good
on again, off again
split up

11 Express Yourself

VOCABULARY

Nouns

barrier
exception
flaw
limitation

Verbs

acquire
evolve

Adjectives

consecutive
exclusive
extinct
fictitious
humanitarian
immense
neutral
noble
solitary
trademarked

Adverbs

currently
immensely
routinely

EXPRESSIONS

Asking someone to repeat something

Can/Could you repeat that, please?
Could/Would you say that again?
Excuse me, but I didn't catch the last part/the part about…
I'm sorry. I didn't catch that.
Pardon (me)?
What did you say?
What was that?
Would you mind repeating that?

Real Talk

bite
deal with
elbow (one's) way
jam packed
munchies

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12 Lost and Found

VOCABULARY

Nouns	Verbs		Adjectives	
appraiser	bargain	split	accustomed	notorious
astronomer	drain	stumble upon	amateur	numerous
revenge	evaluate	surrender	authentic	persistent
theory	preserve	weave	dazzling	
treasure	reveal	wedge	invaluable	

EXPRESSIONS

Expressing regret

I regret (not) having...
I regret *verb* + *-ing*...
I will/would never do that again!
I wish I had(n't)...
I'm really annoyed that...
I'm sorry I ever...
If only I...
Looking back, I would have...

Expressing understanding

How awful/upsetting that must have been!
I know how that feels.
I'm sorry that happened.
That's too bad.
What a shame!

Real Talk

bent out of shape
down in the dumps
eating
hit the roof
vanished into thin air

EXPANSION Units 10–12

VOCABULARY

Nouns		Verbs	Adjectives	Adverbs
awe	meteorite	composed of	astonishing	periodically
cell	occurrence	confound	diverse	sporadically
hail	species	float	native	
lightning	thunder	stun	peculiar	
mass	toad	vanish	rational	

EXPRESSIONS

Idioms

Beats me.
can't make heads nor tails of
get to the bottom of
It's all Greek to me.
not have a clue
piece together

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Irregular Verbs

Base Form	Simple Past	Past Participle
be	was/were	been
become	became	become
break	broke	broken
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sew	sewed	sewn
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written

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Audio Track List

CD1

Track	Unit		Student Book Section
2	Connect	1	Listen and Discuss
3	Connect	3	Conversation
4	Connect	4	Speaking
5	Unit 1	1	Listen and Discuss
6	Unit 1	4	Conversation
7	Unit 1	5	Listening
8	Unit 1	6	Pronunciation
9	Unit 1	8	Reading
10	Unit 1	10	Writing
11	Unit 2	1	Listen and Discuss
12	Unit 2	4	Conversation
13	Unit 2	5	Listening
14	Unit 2	6	Pronunciation
15	Unit 2	8	Reading
16	Unit 2	10	Writing
17	Unit 3	1	Listen and Discuss
18	Unit 3	4	Conversation
19	Unit 3	5	Listening
20	Unit 3	6	Pronunciation
21	Unit 3	8	Reading
22	Unit 3	10	Writing
23	EXPANSION Units 1–3	2	Reading

CD2

Track	Unit		Student Book Section
2	Unit 4	1	Listen and Discuss
3	Unit 4	4	Conversation
4	Unit 4	5	Listening
5	Unit 4	6	Pronunciation
6	Unit 4	8	Reading
7	Unit 4	10	Writing
8	Unit 5	1	Listen and Discuss
9	Unit 5	4	Conversation
10	Unit 5	5	Listening
11	Unit 5	6	Pronunciation
12	Unit 5	8	Reading
13	Unit 5	10	Writing
14	Unit 6	1	Listen and Discuss
15	Unit 6	4	Conversation
16	Unit 6	5	Listening
17	Unit 6	6	Pronunciation
18	Unit 6	8	Reading
19	Unit 6	10	Writing
20	EXPANSION Units 4–6	2	Reading

CD3

Track	Unit		Student Book Section
2	Reconnect	1	Listen and Discuss
3	Reconnect	3	Conversation
4	Reconnect	4	Speaking
5	Unit 7	1	Listen and Discuss
6	Unit 7	4	Conversation
7	Unit 7	5	Listening
8	Unit 7	6	Pronunciation
9	Unit 7	8	Reading
10	Unit 7	10	Writing
11	Unit 8	1	Listen and Discuss
12	Unit 8	4	Conversation
13	Unit 8	5	Listening
14	Unit 8	6	Pronunciation
15	Unit 8	8	Reading
16	Unit 8	10	Writing
17	Unit 9	1	Listen and Discuss
18	Unit 9	4	Conversation
19	Unit 9	5	Listening
20	Unit 9	6	Pronunciation
21	Unit 9	8	Reading
22	Unit 9	10	Writing
23	EXPANSION Units 7–9	2	Reading

CD4

Track	Unit		Student Book Section
2	Unit 10	1	Listen and Discuss
3	Unit 10	4	Conversation
4	Unit 10	5	Listening
5	Unit 10	6	Pronunciation
6	Unit 10	8	Reading
7	Unit 10	10	Writing
8	Unit 11	1	Listen and Discuss
9	Unit 11	4	Conversation
10	Unit 11	5	Listening
11	Unit 11	6	Pronunciation
12	Unit 11	8	Reading
13	Unit 11	10	Writing
14	Unit 12	1	Listen and Discuss
15	Unit 12	4	Conversation
16	Unit 12	5	Listening
17	Unit 12	6	Pronunciation
18	Unit 12	8	Reading
19	Unit 12	10	Writing
20	EXPANSION Units 10–12	2	Reading

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MEGA GOAL 3
WORKBOOK

MANUEL DOS SANTOS
JILL KOREY O'SULLIVAN
ELI GHAZEL - DANAE KOZANOGLOU

McGraw Hill

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MegaGoal 3 Workbook

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ISBN 13: 9781398962491
ISBN 10: 139896249X

Contributing Writer: Lisa Varandani

Publisher: Jorge Rodríguez Hernández
Editorial director: Anita Raducanu
Development editor: Kasia McNabb
Interior design and production: Page2, LLC
Cover design: Page2, LLC
Photo coordinator: Kevin Sharpe

Photo Credits: The Photo Credits section for this book on page 218 is considered an extension of the copyright page.

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A Unscramble the words.

a i e r b l e l ___reliable___

1. d e e r a g l y n ____________
2. v e d d e t o ____________
3. e r e n p i o ____________
4. t a i i o v n a ____________
5. t e n e v i x e s ____________
6. y l o t r a b a r o ____________
7. y t r a v i o i d a t c i ____________

B Complete the sentences with the words from exercise **A**.

He is ___devoted___ to his research. He spends all of his time working on it.

1. Khalid is learning how to design airplanes. He wants to become a leading figure in the field of ____________.
2. Majed Ahmed Abdullah is ____________. Even children today have heard his name.
3. Scientists usually do ____________ research on a topic before they publish a paper to let other scientists know about the results.
4. Imad and Hussein spent hours in their ____________ doing experiments.
5. ____________ can harm people in many ways, but skin burns are the most common injury.
6. When you buy a car, make sure it's a ____________ brand so that you won't need to spend a lot of money having it repaired.
7. Suliman Olayan was a Saudi Arabian ____________ who contributed to the Kingdom's development.

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C Read each sentence. Tick (✓) whether the underlined word is an adjective or a pronoun.

	adjective	pronoun
Would you like <u>another</u> piece of pizza?	☑	☐
1. Sure. I'd love <u>another</u>.	☐	☐
2. I have <u>another</u> computer. Would you like to use it?	☐	☐
3. Some documentaries are interesting. <u>Others</u> aren't.	☐	☐
4. We need to get <u>another</u> car. This one is so old!	☐	☐
5. Is there any <u>other</u> food? I don't eat steak.	☐	☐
6. Many of the teachers are leaving. <u>Others</u> aren't.	☐	☐
7. I'm going to sit at the table with the <u>other</u> kids.	☐	☐
8. I can't find my math book anywhere. I might just buy <u>another</u>.	☐	☐

D Circle the correct words to finish the conversations.

A: Mom! Have you seen my black shoes?
B: No, and we have to go. You'll just have to wear (other / others).

1. A: Would you like (another / other) cup of tea?
B: Sure. I would love (another / others). Thanks!

2. A: Do you have (another / others) pen?
B: I'm sorry. I have (others / other), but I left them in my locker.

3. A: It's cold outside! You might want to wear (another / other) clothes!
B: I'll be fine. I'll just wear (another / other) sweater.

4. A: I finished the reading. Did the teacher give us (other / others) homework for tonight?
B: No, that was all of it.

5. A: These are great cookies!
B: I'm glad you like them! Would you like (another / others)?

6. A: Hey, I thought you were going to buy chocolate cookies!
B: I was, but then I found (another / others) that I liked more.

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E Rewrite each sentence, adding the emphatic ***do***, ***does***, or ***did***.

I called you last night. *I did call you last night.*

1. He eats shrimp. ____________________
2. It rained in New York yesterday. ____________________
3. I feel sick. ____________________
4. They came to school last week. ____________________
5. Susan lives in Los Angeles. ____________________
6. You need to come with me. ____________________
7. The little bird followed us home. ____________________
8. We have that game. ____________________
9. They like to take expensive vacations. ____________________
10. Fahd works very hard. ____________________

F Correct the errors in the sentences.

I'm cold. Do you have ~~other~~ *another* hat?

1. I do go to school yesterday.
2. These shoes are uncomfortable. I think I'll wear other.
3. Faisal is going to the game with others people.
4. Bob does wants to eat dinner with us.
5. I think I'll buy another books. This one is boring.
6. This ball is too small. Do you have anothers?
7. She do have a class right now.
8. Some people agree with me. Other don't.
9. They did went to the game last night.
10. Did Asma get another computers? She already had two!

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G Write a short dialogue for each picture. Use ***another***, ***other***, ***others***, or the emphatic ***do*** in each.

1. ______________________________
____
____
____

2. ______________________________
____
____
____

3. ______________________________
____
____
____

H Complete the conversation with the phrases from the box.

divide up	**No sweat**	**on the same wavelength**
I think it would be fair	**not my cup of tea**	**Would you be willing to**

Jenny: This science project is going to be a lot of work.

Sarah: I know. Maybe we should **(1)** ______________________ the work between us so that we work faster.

Jenny: That's a good idea. **(2)** ______________________ if one of us prepared the research notes and the other wrote the results paper.

Sarah: **(3)** ______________________ write the results paper? Typing is **(4)** ______________________. I'm terrible at it!

Jenny: **(5)** ______________________. I love typing!

Sarah: And I like writing up research notes!

Jenny: Great! I'm glad we're **(6)** ______________________. I think we're going to work well together!

Sarah: Me, too!

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I READING

Read the article and interviews. Then answer ***true*** or ***false*** for each statement below.

Forming Business Partners in the Information Age

In the past, people used to meet their business partners in person at schools, universities, or work. Today, more and more people are turning to technology to find a good partner. We interviewed Adnan who met his partner Greg online.

Interviewer: So, exactly how did you go about finding Greg, your partner?

Adnan: We found each other's résumé on ePartner.

Interviewer: Can you tell us a little about ePartner. How does it work?

Adnan: It is based on the principle that people should be matched on key personality characteristics.

Interviewer: So how do you know if your personality has the same key characteristics as someone else's?

Adnan: Well, everyone who signs up for ePartner has to take an online personality and aptitude test. After you finish the questionnaire, you get a list of likely matches.

Interviewer: And did you match? I mean did you hit it off with your partner right away?

Adnan: Actually, he didn't respond until a month later. But we've been partners for two years now, and we haven't had a single argument. We don't agree on everything, but we talk about things and always work out a solution that satisfies both of us.

Getting Funding for a New Business

In the past people used to save and start a business when they had enough cash. These days, people can put together a business plan, copyright it, and search for sponsors through the Internet.

Interviewer: So can you explain to us exactly what sponsoring is?

Greg: Sure. There are networks that accept proposals for new businesses and include them in their data bank. Your proposal can then be seen by potential sponsors or investors.

Interviewer: So, is it similar to social networking online.

Greg: I suppose you could say that. But this one is business networking, and the concept is closer to ePartnering in the sense that you eventually get to meet sponsors in person.

Interviewer: I see...and about how many sponsors can you meet and how quickly?

Greg: If you want, you can meet up to five or six potential sponsors a day.

Interviewer: Wow! Five sponsors a day! That's a lot. Interesting. Thanks for sharing with us, Greg, and good luck to you with your new business!

true **In the past, people often met their business partners through common organizations.**

1. ______________ Adnan and Greg share some common personality characteristics.
2. ______________ Adnan and his partner never disagree.
3. ______________ When you try to get funding online you don't get to meet sponsors.
4. ______________ You can meet up to six sponsors a day.

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J Read the text and answer the questions. Then complete the questionnaire at the end of the text with your own ideas.

Partnering with Friends and Relatives

Some people avoid setting up business partnerships with friends or family members. They feel that there cannot be clear boundaries between friendship and work, and things can go very wrong if you disagree with your friend and business partner.

Others feel that friends make the best business partners because there is a real relationship, as well as a sense of loyalty and willingness to share. According to yet another view, friends are great potential partners but not relatives.

I think it comes down to who the people are and what their qualities are. I also feel that self-confidence is invariably a determining factor. People who are aware of their strengths and weaknesses and are confident about their abilities and potential make good business partners. On the other hand, people who are meek and always take a back seat sometimes tend to be unpredictable and might take advantage of their partner when given a chance. But even then, you cannot really say that this is always the case. So it all depends on the individual.

An aspect of friendship that might affect a working relationship has to do with the fact that friends tend to do what they like rather than what they can do best; they feel that they have license to indulge and do exactly that, because they are working with friends. This can lead to bad and destructive business decisions. So it's advisable to discuss responsibilities beforehand, agree on details, and put everything down on paper.

One thing is certain; if you plan to be the leader of the business, what you need to find out is if your friends respect you as much as you respect them.

Here are some questions you could ask yourself before setting up a partnership:

A. Does my friend really listen to me when I talk?

B. When I have a good idea, does my friend reject it or does he/she contribute to its development?

C. Can I confide in my friend and trust him/her not to tell others our business ideas.

D. Does my friend come to me for advice?

E. Has my friend been by my side when I've needed help or support?

F. Has my friend accepted my help and support when it was offered?

G. ______________________________

H. ______________________________

I. ______________________________

J. ______________________________

1. Why are some people against setting up partnerships with friends and relatives?
2. Why are friends considered potentially good business partners?
3. What qualities are important in a working relationship according to the writer?
4. What should you do if you are heading the business?
5. Now, read the text again and add your own questions from **G** to **J**.

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K Study the picture and imagine what it might be like to live in a place like this compared with other places. Make some notes under each of the headings below. Then write sentences about the picture using ***other***, ***others***, ***another***, or ***each other***.

other	others	another	each other

1. ______________________________

2. ______________________________

3. ______________________________

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L WRITING

Write about how, where, and when you met your best friend. What was your life like before you met? What is your life like now?

1. Before you write, take notes in the chart below.

My life before we met	
My friend's life before we met	
How/where/when we met	
Our life together	

2. Now use your notes from the chart to write your essay.

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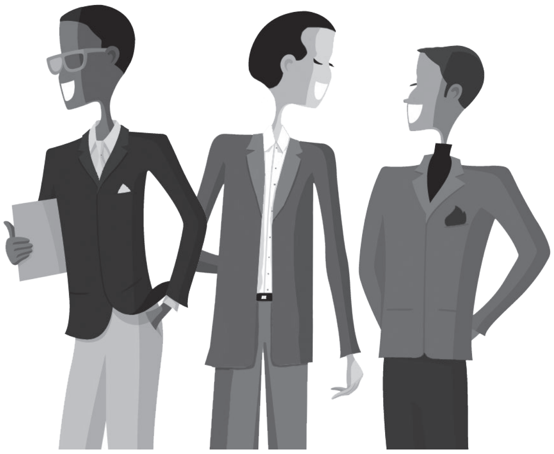
M Read the interview with two company partners. Circle the correct form.

Presenter: As more and more people (1. **set up** / **are setting up**) businesses together these days, we interviewed two friends who (2. **are trying** / **try**) to make a go of it. We (3. **are waiting** / **wait**) for our first pair to arrive now. Ah! There (4. **are they** / **they are**)! Let's welcome Ali and Faisal... So tell us about your experience of working together. You (5. **are** / **are being**) web designers, aren't you? How (6. **things go** / **are things going**)? (7. **Is the business** / **The business is**) working out as planned?



Ali: Well, it (8. **is** / **is being**) actually easier than we thought it might be. First of all, let me explain, we (9. **have** / **are having**) a software program that (10. **assists** / **is assisting**) our customers to build their own websites. Let me show you an example on the screen... Here (11. **you go** / **are going**)! This (12. **is** / **is being**) our website.

Presenter: Wow! The site certainly (13. **seems** / **is seeming**) fantastic! (14. **Are you believing** / **Do you believe**) that's all due to your partnership?

Faisal: Oh, yes. It really (15. **helps** / **is helping**) to have two pairs of eyes on the screen, and two pairs of hands to share the load.

Presenter: What about the downsides? Any problems, so far?

Ali: To be frank, nothing serious. Naturally, we (16. **have** / **are having**) our differences of opinion occasionally. That's normal when two people (17. **spend** / **spending**) so much time together.

Presenter: Anything specific?

Faisal: The only thing that bugs me is that Ali (18. **is constantly interrupting** / **constantly interrupts**) me while I (19. **am speaking** / **speak**) with clients online.

Ali: And our chatline (20. **opens** / **is opening**) at 8 a.m., but Faisal never (21. **arrives** / **is arriving**) at work on time.

Presenter: So in general, (22. **do you have** / **are you having**) any advice for others who (23. **are thinking** / **think**) about starting a joint venture?

Faisal: Sure. It (24. **appears** / **is appearing**) to be an easy solution, but it (25. **requires** / **is requiring**) a great deal of trust and understanding.

Ali: Right! But if you've got that, it (26. **is** / **is being**) definitely better than going it alone.

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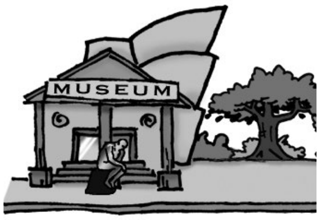
N Put the words into the correct categories. Some words may go in more than one category.

antiques culture documents educational books exhibitions history informative exhibits	interactive displays jewelry manuscripts pottery robots ruins science	seminars space state-of-the-art 3-D digital cinema for scientific documentaries



Words Connected with Museums and Galleries

Archaeological	Technological	National

O Circle the correct word(s). In some cases, both words are correct.

The new gallery is (1. **extremely** / **completely**) popular with visitors. It's a (2. **really** / **very**) amazing place to go when you are in the center of the city. The works of art on display are (3. **pretty** / **absolutely**) stunning. The paintings are in (4. **totally** / **extremely**) bright colors, though there are some (5. **quite** / **very**) terrifying illustrations. There are also a number of sculptures which are (6. **quite** / **extremely**) beautiful, and some of them are (7. **very** / **absolutely**) priceless. There's a (8. **quite** / **really**) massive selection of exhibits, and the admission prices are (9. **very** / **quite**) reasonable. Among those often exhibited there, are many (10. **absolutely** / **really**) important local and foreign artists. So, don't miss it. It's (11. **absolutely** / **very**) fascinating!

P Rewrite the sentences with different intensifiers and adjectives.

1. The exhibition was very good. We had a really good time.
____
2. The exhibition was very bad. We had a very bad time.
____
3. The museum was very bad, and the staff were very bad.
____
4. The art gallery was very good, and the things were very nice.
____
5. That's a very good picture. It's very nice.
____

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2 Influential People

A Match the words to their definitions.

___*i*___ charity	**a.**	very poor
1. ________ excelled	**b.**	well-known and respected
2. ________ founded	**c.**	not too expensive
3. ________ impoverished	**d.**	did very well
4. ________ philanthropist	**e.**	the opinion others have about someone
5. ________ prominent	**f.**	having influence on something or someone
6. ________ reasonable	**g.**	started and supported an organization
7. ________ reputation	**h.**	a person that gives a lot of money to good causes
8. ________ influential	**i.**	an organization that helps those in need

B Answer the questions.

1. What are the names of some famous philanthropists in your country? In your town? Are there any buildings or schools named after them?

____

2. Which football player in your country has an excellent reputation?

____

3. What's a store in your town that has reasonable prices?

____

4. What do you excel at?

____

5. What is the name of a charity that you support?

____

6. What's the name of a prominent author in your country?

____

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C Complete the conversation, using the correct form of ***used to***, ***be used to***, or ***would***.

Jenny: Did your father grow up around here?

Emily: No. He used to live on the east side.

Jenny: He did? That's a bad area!

Emily: I know. It **(1)** ______________ be even worse! My father **(2)** ______________ have to walk home from school with a group of friends in order to stay safe.

Jenny: Wow. That's terrible.

Emily: Yeah. His family **(3)** ______________ be really poor, so he **(4)** ______________ it.

Jenny: He's lucky that he was able to become a doctor and move out of there.

Emily: I know. He **(5)** ______________ study a lot every day. He **(6)** ______________ read the dictionary at night to learn more vocabulary!

Jenny: So I guess he **(7)** ______________ working hard.

Emily: That's true. The long hours at the hospital don't bother him. When he first became a doctor, he **(8)** ______________ get any days off. He **(9)** ______________ offer to work extra hours on weekends and when other people took vacations.

Jenny: I couldn't do it. I **(10)** ______________ sleeping all weekend long!

D Complete the sentences about yourself.

1. I used to ______________________________.
2. I'm not used to ______________________________.
3. One hundred years ago, people would ______________________________.
4. My friend is used to ______________________________.
5. My country didn't use to ______________________________.
6. People in my city are used to ______________________________.
7. My first teacher would ______________________________.
8. The students at my school are used to ______________________________.
9. When I was a child, I wouldn't ______________________________.
10. My grandparents didn't use to ______________________________.

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E Write a short dialogue for each picture. Use ***was/were going to*** in each.

1. ______________________________
____
____
____

2. ______________________________
____
____
____

3. ______________________________
____
____
____

4. ______________________________
____
____
____

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F Correct the errors in the sentences.

use
We didn't ~~used~~ to have a computer.

1. I would know her name, but now I can't remember it.
2. They are used to live in a small place.
3. I were going to call my sister, but she called me first.
4. They aren't use to the cold weather, because they come from a warm climate.
5. When he was a child, he would studies very hard.
6. Bill has lost a lot of weight. He didn't used to be thin.
7. I knew the radio wasn't going work.

G Complete the conversation with the words and phrases from the box.

cash	**drives me crazy**	**go around in circles**
don't mind	**got cold feet**	**put it aside for a rainy day**

Ahmed: This computer **(1)** ____________________ ! It always freezes up. It's so annoying!

Ibrahim: Maybe you should get a new one.

Ahmed: Everyone says that, but I just can't decide. I **(2)** ____________________ . Sometimes I think it's a good idea to buy one, and other times I think I should just use this one and save some **(3)** ____________________ .

Ibrahim: I guess you should save your money, but only if you **(4)** ____________________ using an old computer.

Ahmed: Sometimes I do mind it. Last week I was so frustrated that I decided I would buy a new one. I went to the computer store and picked one out. I was ready to buy it, but then at the last minute, I **(5)** ____________________ and left.

Ibrahim: Wow. It sounds like you want to save your money instead. Maybe you should **(6)** ____________________ . Your computer isn't so bad. Maybe we can fix it.

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H READING

Three students from different parts of the world were asked about their goals and dreams. Read about each student. Then complete the chart below.

Ali, 17, Saudi Arabia

My goal is to go to the United States to study to become a doctor. I am in my third year of high school in Jeddah right now. I study very hard so that I can get excellent grades in school. If I want to study in the U.S., I will need to speak English. I study English at school, and while I'm at home I read books and watch documentaries in English, too. I am going to apply for a scholarship program so that I can go to a university in the U.S. for a bachelor's degree. While I'm studying in the U.S., I will visit different medical schools to meet some of the professors. I will need to get top grades so that I can get accepted into a program. After I get my degree, I can become a medical doctor in orthopedics.

Yusef, 15, Somalia

My dream is to play on the Somali National Basketball Team. Right now I am the best basketball player in my school. We don't have a lot of money, so the court is just made of dirt. I'm used to playing on the dirt court with no shoes. I have a job watching a man's sheep for him. I save all the money I make. When I have enough, I will buy a pair of basketball shoes. Then I will travel to Mogadishu, the capital of Somalia. I will try out for a traveling team called the Somali Youth Basketball League. If I play well on that team, I can get a scholarship to play basketball at a university. This will hopefully lead to a position on the national basketball team.

Eun, 13, Korea

My goal is to become a world-famous football player. I have been playing football since I was three years old. I used to watch my older brothers play in the street with their friends, and then I would try to imitate them with my small plastic ball. Now I have training sessions three times a week. I am fortunate to have one of the best football coaches in Seoul as my instructor. I practice and run for at least three hours every day. My friends think I'm crazy, but I tell them this is the only way to become world-famous. I also play basketball with my cousin. When I am 14, I will try to join the Seoul Junior Football League. This will help me improve my skills and get a scholarship to the National Sports Academy. After that, I will try out for the national football team and participate in international championship games.

Write each student's goal and the steps the student will take to achieve that goal.

	Ali	Yusef	Eun
Goal			
Step 1			
Step 2			
Step 3			

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I Read the text and complete the blanks with the right words or phrases from the list. Then answer the questions.

put out	**explicable**	**win me over**	**change of heart**
blazing	**lay my hands on**	**industrial design**	**come to this decision**
acclaim	**firefighter**	**obsessed**	**amazing**

When I was five, I wanted to be a **(1)** ______________. I had watched the fire department put out a **(2)** ______________ fire in a store, and I was very impressed; I wanted nothing else for about a year or so. That was when I was given my red fire engine and a firefighter's costume and tools. Fortunately, all the fires I **(3)** ______________ were make-believe!

Between the ages of six and eight, I kept changing my dream for the future from becoming a firefighter, to becoming a farmer, then a pilot, then a firefighter again, and so on. But when I was nine, I became really **(4)** ______________ with the idea of becoming an astronaut and a space scientist. I had seen some **(5)** ______________ photos of stars and astronauts in a capsule in a colorful children's encyclopedia and could think of nothing else. For the next few years, I collected newspaper and magazine clippings, photos, spaceship replicas, and all kinds of other mementos and souvenirs that I could **(6)** ______________.

So, when I finally decided to study **(7)** ______________ at the age of 17, my family and friends were really surprised. They had all thought that if not space, at least the sky would **(8)** ______________, and I would probably become a pilot or flight mechanic, or some other related profession. This change was quite unexpected and not altogether **(9)** ______________. They tried to find out if my **(10)** ______________ had been prompted by discouraging or unkind comments, if I had lost my confidence, or if anyone had scared me off. It took some time to convince them that I had actually **(11)** ______________ on my own, and that industrial design was what I had been researching and finding out about for at least two years.

I am now a successful designer, and I have managed to earn some **(12)** ______________ for innovative ideas and designs. I am committed to my work and get a lot of satisfaction out of it. One of the reasons I like it so much is that I can keep on learning, observing, developing new ideas, and discovering new materials. This, naturally, means that I can keep on setting new goals and challenges for the rest of my life; my most recent goal!

1. List the stages that the writer went through before making his final career decision.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

2. Why do you think the writer's final decision was met with surprise and concern?

____

____

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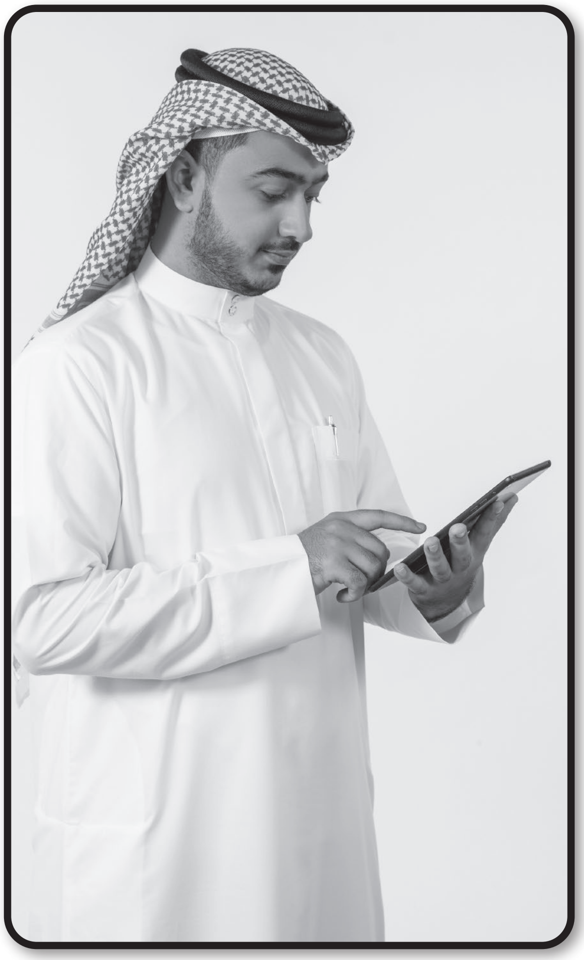
J Write as many words as you can about the actions (verbs) you see in the pictures. Write sentences about the pictures using ***used to***, ***would***, and ***was/were going to***.



Action words (verbs)

1. ______________________________

2. ______________________________

3. ______________________________

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K WRITING

Write about your goals and dreams.

1. Before you write, take notes in the chart below.

My Goal	
Step 1	
Step 2	
Step 3	

2. Now use your notes from the chart to write your essay.

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L Write complete sentences. Use the present perfect.

I / be / Dubai *I've been to Dubai.*

1. my cousin / buy a house / in Riyadh

2. Samir / begin / to study economics at college

3. we / go shopping / in the mall

4. my parents / live / in Makkah for all their lives

M Write two sentences for each situation. Use the present perfect plus ***since*** and ***for***.

Sultan started to exercise on September 5. Today is December 5.
He has exercised since September.
He has exercised for three months.

1. Faisal used his new laptop on Monday for the first time. Today is Friday.

2. Sabah and Amal studied English in sixth grade for the first time. They're now in ninth grade.

3. My parents bought their restaurant when I was three years old. I'm sixteen years old now.

N Write questions. Use ***How long***.

you / work / at the hotel
How long have you worked at the hotel?

1. they / live / in Jeddah

2. she / work / in this school

3. Omar / own / supermarket

4. Tariq / be / taxi driver

5. you / study / English

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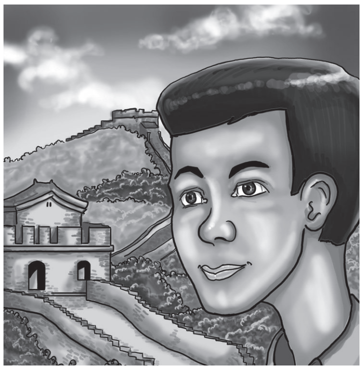
O Circle the correct words.

1. Have you (**once** / **ever**) flown in a helicopter?
2. Noura has made five phone calls (**so far** / **yet**) this evening.
3. We have seen this film (**twice** / **never**) this year.
4. I haven't finished my project (**yet** / **recently**).
5. Have they (**already** / **lately**) closed the shop?
6. The company hasn't been very successful (**recently** / **already**).



P Use each group of words to write two sentences. Use the present perfect for one sentence and the simple past for the other sentence.

Badr / meet / a millionaire // last year
Badr has met a millionaire.
He met a millionaire last year.

1. we / make a donation / to charity // last Friday morning

____
____

2. Frank and James / go sightseeing / in China // during their vacation in 2012

____
____

3. I / buy / many books online // this past year

____
____

4. Our teacher, Mr. Simpson, / study Arabic / at evening classes // five years ago

____
____

Q Write questions for the statements in **P**.

Has Badr ever met a millionaire?
When did Badr meet a millionaire?

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____

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3 What Will They Think of Next?

A Write the missing letters of the words.

e x **t** e **n s** i v **e l** y

1. c ___ r ___ u i ___ s
2. ___ p ___ n
3. c ___ n ___ e n s ___ d
4. r a ___ ___
5. ___ e ___ ___ r m i ___ e d
6. e x ___ ___ c ___ a ___ c y
7. ___ a n ___ t a ___ i o ___

B Complete the sentences with the words from exercise **A**.

The new bridge will span **the Mississippi River and allow traffic to move quickly across.**

1. We don't have any electricity because the ____________________ are down.
2. Restaurants follow strict rules about ____________________ to keep their kitchens clean and make sure that their food does not make anyone sick.
3. Our baseball team wins a lot of games, so they usually have a good ____________________ in the league.
4. His speech was over an hour long, but he only had 30 minutes to talk. So he gave a ____________________ version of it.
5. They have not yet ____________________ who they are going to hire, so I don't know if I got the job.
6. People's life ____________________ has gotten longer and longer as medicine improves.
7. Cell phones are used more ____________________ across the world now than they were ten years ago.

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C Read the sentences. Label the 1st event and the 2nd event.

2nd event 1st event
By the time you make dinner, Bob will have gone home.

1. I will have finished my dessert by the time the waiter gets me my coffee.
2. By the time they find a cure for cancer, many patients will have died.
3. By 2029, he will have been teaching for 40 years.
4. Our grandchildren will have grown up by the time people start living on the moon.
5. By June, I will have graduated.
6. The sun will have set by the time we finish dinner.
7. By the time he calls back, we will have been sleeping for hours.
8. By the time everybody uses electric cars, many glaciers will have melted.
9. My sister will have been living in Paris for a year by the time I visit her.

D Write the verb in parentheses in the future perfect or future perfect progressive.

By next month, she will have been living **(live) here for a year.**

1. They ______________ (release) a new model by the time I'm ready to get one.
2. By the time the baby can walk, he ______________ (turn) one year old.
3. By the time I have enough money saved, the price of houses ______________ (go) up.
4. I ______________ (work) for three hours by the time you are ready to help.
5. By the time the pie is ready, our dinner guests ______________ (go) home!
6. By the time we arrive, she ______________ (wait) for over an hour!
7. The film ______________ (end) by the time we get there. Hurry!
8. I ______________ (finish) this research paper by the time my parents buy me a new computer!
9. DVD players ______________ (become) obsolete by 2030.
10. They ______________ (live) in Oman for three years by the time we have enough money saved to visit them.

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E Complete the sentences with the correct time phrase. Use ***when***, ***before***, ***after***, ***while***, ***until***, or ***as soon as***. Sometimes more than one answer is possible.

1. They will stop charging so much money to use the beach ____________ the summer is over.
2. ____________ they come out with a new cell phone, I will buy one.
3. Khalid is going to play football ____________ he finishes his homework.
4. The child will fall asleep ____________ her mother reads to her.
5. Medicine will continue advancing ____________ they've found cures for everything.
6. ____________ I buy a new computer, I will do research to be sure I'm getting the best one.

F Write a sentence about each picture. Use the future perfect, future perfect progressive, or the future with dependent time clauses in each sentence.

1

2

3

4

5

6

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

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G Complete the sentences. Use the future with dependent time clauses, the future perfect, or the future perfect progressive.

1. By next month, ______________________________.
2. While I'm on the plane, I ______________________________.
3. As soon as we arrive at the hotel, we ______________________________.
4. I will use this book until ______________________________.
5. By this time next year, ______________________________.
6. By next year, ______________________________.
7. I will have gone to bed ______________________________.
8. By tomorrow, ______________________________.
9. When we graduate from high school, ______________________________.
10. I will have become old ______________________________.

H Complete the sentences with the words and phrases from the box.

check out	**go with the flow**	**lugging**	**ditch**	**hoopla**	**trust me on this**

1. Hey! You should ______________ the new cell phones they are selling at IT Wireless! It's really worth going to see them.
2. Will there be a computer there that I can use? I don't feel like ______________ my laptop there with me.
3. **A:** What are you doing today?
   B: I don't have any plans. I think I'll just ______________ today.
4. This is the best Internet service provider out there. You should just ______________. I have tried all of them, so I would know.
5. I have decided to ______________ the group. We don't have any common interests.
6. I don't think this phone is very good at all. I'm not sure what all the ______________ is about.

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I READING

Read the essay. Then answer ***true*** or ***false*** for each statement below.

Extraordinary Visions of the Future

One of the famous people in history who had a great vision of the future was Leonardo da Vinci. Leonardo described and sketched ideas for many modern inventions hundreds of years ahead of their time. Very few of these were ever built and tested during his lifetime. Several of his notes suggest that he wished to organize and publish his ideas; unfortunately, he died before he could achieve this important goal. After his death, many of his notebooks were hidden or lost, although there are still records of some of his most extraordinary inventions. Here are four examples:

Parachutes for skydiving

The first reported successful parachute jump was made from the top of a tower in France in 1783. Leonardo da Vinci had sketched a design for a parachute in 1485. He included notes around his sketch about the size requirements of a parachute that would allow a person to fall safely from a great height.

Helicopter

The first helicopter that could carry a person was designed and flown by Paul Cornu in 1907. Leonardo da Vinci was fascinated by flying machines. One of the sketches of his flying machines resembles a helicopter in its operating principles. It has a rotating airscrew. According to Leonardo's notes, this helicopter was meant to fly rapidly by unwinding a wound-up string attached to the airscrew.

Aircraft landing gear

The first airplane with retractable landing gear was built in 1933. Landing gear enables the plane to move faster, avoiding resistance from the flow of air around the plane. Leonardo da Vinci had imagined the need for retractable landing gear more than five hundred years ago. A couple of his sketches of flying machines show this equipment.

Scuba diving equipment

Jacques-Yves Cousteau and Émile Gagnan invented the compressed air tank in 1943. Centuries before, Leonardo had made some sketches which show men in diving suits with long hoses coming out of them and leading to the surface. There is also one sketch that looks as if one of the divers has something like a gas tank attached to his chest.

__true__ **Leonardo da Vinci lived about 500 years ago.**

1. ________ Leonardo published a book with his ideas for inventions.
2. ________ Some of Leonardo's notebooks were lost.
3. ________ The first parachute was used in Italy.
4. ________ Leonardo flew the first helicopter.
5. ________ The first airplane landing gear was used in 1907.
6. ________ The compressed air tank is used in scuba diving.

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J Complete the sentences with the verb in parentheses in an appropriate future form. Sometimes more than one answer is possible.

According to a market forecast, in five years from now, eLearning **(1)** ____________________ (reach) a volume of nearly 5 billion dollars in the highest buying markets. This amount **(2)** ____________________ (spend) on packaged content, development services, learning platforms, tool hosting services, authoring software, and platform installation. Higher education **(3)** ____________________ (become) the largest buyer by the end of the forecast period. More than 3 million students in the U.S. **(4)** ____________________ (attend) virtual schools, and more corporations **(5)** ____________________ (use) e-Learning platforms for meetings and training sessions.

K Read the information about the young man and write sentences using the future perfect or future perfect progressive.

Philip was very seriously injured in a car accident when he was six. Despite numerous attempts to help him regain the use of his legs, he has been unable to walk and is totally dependent on his electric wheelchair. He continued his schooling online and graduated from high school last year. He was determined to attend college, but the ones in his area did not have ramps for wheelchair access. So he registered for courses in Cyber College. He is now 19, and has completed his first year of studies in Computer Science.

By the time he is 22...

(study online / for 16 years)

He will have been studying online for 16 years.

1. (take college exams online / for four years)
____

2. (access libraries online / for all his assignments)
____

3. (order books online / for all his subjects)
____

4. (graduate from college)
____

5. (complete four years of college)
____

6. (spend 16 years wheelchair-bound)
____

7. (learn a lot about Computer Science)
____

8. (receive his Bachelor's degree in Computer Science)
____

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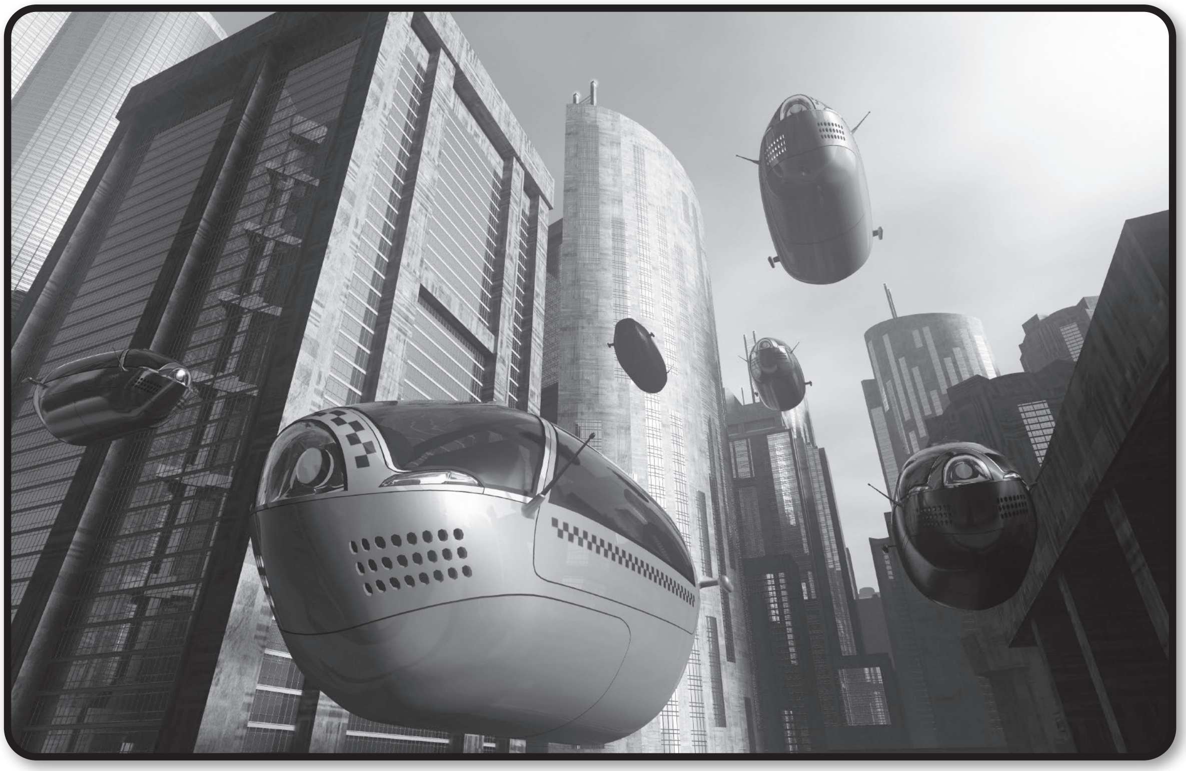
L Look at the picture and imagine it is the year 2040. Write words in the box below to describe what is happening. Then write sentences about the future using the future perfect and future perfect progressive.



Action words (verbs)

1. ______________________________

2. ______________________________

3. ______________________________

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M WRITING

Choose a modern invention, such as trains, airplanes, or cell phones. Explain the origins of the invention, how it is used now, and how you think it will change and develop in the future.

1. Before you write, write notes about the past, present, and future of the invention.

Modern Invention: ______________________		
Past	**Present**	**Future**

2. Now use your notes from the chart to write your essay.

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N Make each statement a yes/no question. Then give a short answer.

Ali doesn't use his cell phone often.

Q: *Does Ali use his cell phone often?*

A: *No, he doesn't.*

1. My parents both speak English.
   Q: ____________________
   A: ____________________
2. The hotel doesn't have its own website.
   Q: ____________________
   A: ____________________
3. My brother and I don't go to the same school.
   Q: ____________________
   A: ____________________
4. The restaurant offers a free Wi-Fi connection.
   Q: ____________________
   A: ____________________
5. I usually communicate with my friends by email.
   Q: ____________________
   A: ____________________

O Match the questions and answers.

1. How's it going? ____
2. When's your graduation? ____
3. What's your last name? ____
4. Why's Mr. Jones here? ____
5. Where's your family from? ____
6. Who's that woman over there? ____

a. It's Abboud.
b. He's here for the online conference.
c. We're from Dubai.
d. Fine, thanks.
e. That's my aunt.
f. It's in June.

P Answer the questions.

1. Where were you born? ____________________
2. Where did you grow up? ____________________
3. Why did you take the decision to study English? ____________________
4. When did you meet your best friend? ____________________
5. Did you spend time on the Internet yesterday? ____________________
6. What did you eat for breakfast this morning? ____________________
7. How did you feel on your first day at English school? ____________________

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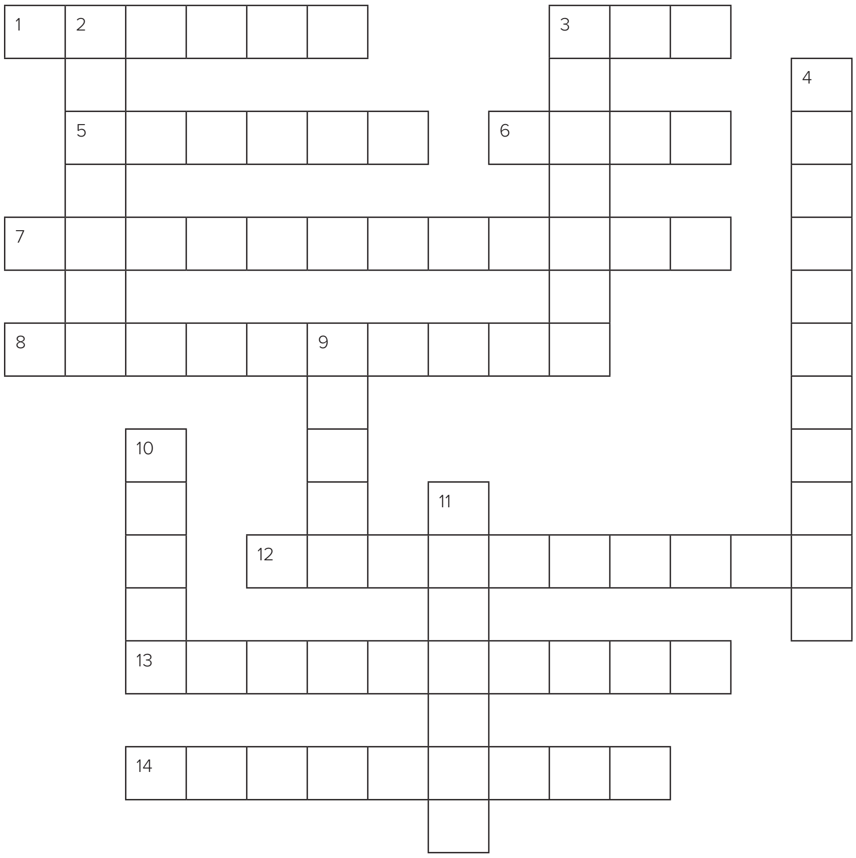
3 What Will They Think of Next?

Q Complete the crossword puzzle.



Across

1. A piece of rock falling from outer space.
3. Thick clouds of it formed the Earth.
5. Send a spacecraft up into space.
6. What airplanes do when they reach the ground.
7. A place where research is done in space.
8. Scientific knowledge for building new machines.
12. The mixture of gases around a planet.
13. A vessel that travels to other planets.
14. A person working on a spacecraft.

Down

2. When the moon is between the Earth and the sun, and you can't see part of the sun for a while.
3. A force that causes things drop to the ground on Earth.
4. The sun and all the planets.
9. What the planets do around the sun.
10. We see them in the sky at night.
11. A mountain with a hole in its top where hot gases and lava come out.

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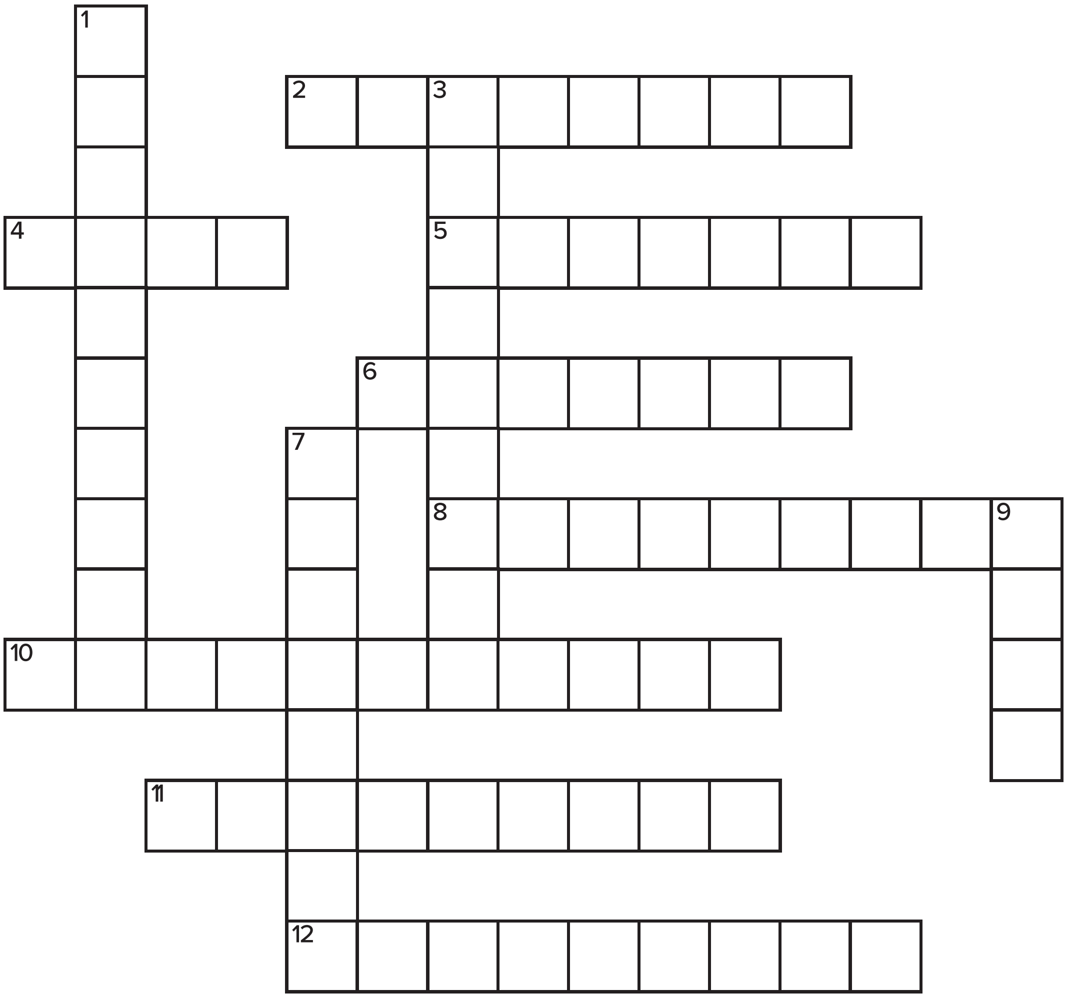
EXPANSION Units 1–3

A Complete the crossword puzzle.



Across

2. did well at

4. money

5. no problem (2 words)

6. dedicated

8. a close, beneficial relationship

10. decide not to do something because you are scared (3 words)

11. important and respected

12. battles; fights

Down

1. very valuable

3. shortened

7. extremely difficult

9. extend across

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EXPANSION Units 1–3

B Complete the conversations. Use ***other***, ***others***, or ***another***.

1. **A:** I'm almost done with my book. I need to find ______________ one to read.
   B: Have you checked the list from the library book club? Maybe that will help you find ______________ .
   A: That's a good idea. I have found many ______________ from that list in the past.
2. **A:** I need to get ______________ camera. Mine isn't very good.
   B: Let's go to the Electronic Superstore to buy ______________ .
   A: Actually, it's too big and confusing there. I would rather go to ______________ stores.
3. **A:** Did you see that Elle got ______________ pair of shoes?
   B: She did? What is she going to do with the ______________ ones?
   A: She has lots of them. She will probably put them with her ______________ .

C Rewrite each sentence. Add the emphatic ***do***.

Neil Armstrong walked on the moon. *Neil Armstrong did walk on the moon.*

1. Nina has a smartphone. ______________
2. I like surfing the Internet. ______________
3. My brother got a new TV. ______________
4. We have a digital camera. ______________
5. I felt sick yesterday. ______________
6. Oliver works for the government. ______________

D Complete the sentences with ***used to***, ***be + used to***, or ***would*** and the verbs in parentheses.

My father *used to go* **(go) to work by bus, but now he has a car.**

1. In the 21st century we ______________ (deal) with new technology.
2. Over 50 years ago, people in some countries ______________ (have / not) their own telephones. They would share telephone lines with others.
3. I ______________ (work) long hours. I've worked like this for years.
4. In the past, people ______________ (type) important papers on a typewriter.
5. I ______________ (get) sick a lot when I was a child, but now I never get sick.
6. I grew up in Egypt, but I live in the U.S. now. I ______________ (speak / not) English every day.

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E Use the prompts to write sentences using ***was/were going to***.

Ibrahim / go to the store / be too tired

Ibrahim was going to go to the store, but he was too tired.

1. Amina / call her friend / get sick
____
2. I / buy my friend a present / not have enough money
____
3. Hussain / visit his grandparents / have to work
____
4. They / take the class / not have time
____
5. We / cook dinner / order from a restaurant instead
____
6. Farah / buy a new computer / get her old one fixed
____
7. Sean / find a new apartment / buy a house
____
8. Hannah / study Spanish / study Japanese
____

F Use the future perfect or the future perfect progressive to complete each sentence. In some cases, both forms are possible.

Abdullah and Faisal joined the football team three years ago. By next year,

they will have been on the team for four years.

1. We have already driven 150 kilometers. If we drive another 50 kilometers,
______________________________.
2. Ahmed moved to Riyadh in 2020. By 2033, he
______________________________.
3. Bill has been working at the same company for nine years. By next year,
______________________________.
4. Fahd has been studying for three hours. It's 9:00 P.M. By 11:00 P.M.,
______________________________.
5. I have known my neighbor for nine months. In three months,
______________________________.
6. Saeed has played chess since 2018. By 2028,
______________________________.
7. She has been cooking dinner since 6:00 P.M. By 7:30 P.M.,
______________________________.
8. They have been waiting since 2:00 P.M. By 2:30 P.M.,
______________________________.

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EXPANSION Units 1–3

G Read the text below and put the paragraphs in the right order. Highlight the parts that helped you decide.

Homework – What is it for?

______

Then again, there were students who obviously had lots of help from parents or teachers at home and always brought their immaculately written homework but could not perform in class. They often had similar grades to the student I mentioned earlier.

______

Thinking back, I realize that it all had to do with the amount of homework, and the way it was set by the teacher. When the teacher took the time to explain what we had to do and even allowed us to produce examples and ask questions, I was more willing to do it when I went home. When, on the other hand, homework was set in a hurry, I went home feeling confused, not certain about what was required, dreaming up a number of excuses to avoid doing it.

______

Finally, homework does not need to be tedious. It can be interesting and challenging and foster learning as much or as little as any activity in and out of class. It is the learning and content that needs to be focused on over and beyond the amount and presentation. At least that's what I think...

______

I can appreciate the fact that homework needs to be set to help learners consolidate what they have done in class, but is it more important than anything else that someone does as a student? I quickly realized that if I wanted to be on good terms with teachers, I had to do my homework and stuck to that throughout my school years. However, I couldn't help thinking about the difference it made when homework was set in a way that encouraged us to think, search and find information, or express ourselves in a creative manner. I also remembered how appreciative we all were when homework did not require endless pages of writing for no obvious reason.

__1__

I have often wondered about the purpose of homework while I was at school. I sometimes felt that homework was set to keep us busy or keep us in line. I also thought it was a kind of test or form of punishment. Then again, there were times that I enjoyed it!

______

A lot of people think that students who do their homework learn and the rest don't. I remember a classmate of mine who was a really fast learner and was always interested in finding out about things, but she was dismal with homework. She would do part of it, or none at all, or do the wrong thing. As a result, her marks did not reflect her real abilities, but instead showed her inability to do homework.

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EXPANSION Units 1–3

H Write as many words as you can about what you see in the picture. Write your words under each heading below. Then write sentences to describe the picture using the following order: noun, verb, a second noun, place, and time.

Noun	Verb	Place	Time

1. ______________________________

2. ______________________________

3. ______________________________

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EXPANSION Units 1–3

I WRITING

Write an expository essay about some kind of controversial social issue, such as health care, minimum wage, or children's rights. Write about the history of the social issue, how it affects people today, and how you think it will change in the future.

1. Before you write, take notes in the chart below.

Social Issue: ____________		
Past	**Present**	**Future**

2. Now use your notes from the chart to write your essay.

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4 The World of TV

A Match the words with their definitions.

___e___	**abrupt**	**a.**	not active
1. _______	abandon	**b.**	with a good reputation or wealth
2. _______	animated	**c.**	leave a place or thing for ever or a long time
3. _______	dormant	**d.**	catch and keep as a prisoner
4. _______	prominent	**e.**	sudden
5. _______	prestigious	**f.**	save someone from danger or harm
6. _______	capture	**g.**	important
7. _______	rescue	**h.**	illustrated or drawn

B Complete the chart with the word forms. Use a dictionary to help you.

	Noun	Verb	Adjective	Adverb
	abruptness		**abrupt**	**abruptly**
1.		abandon		
2.			animated	
3.			dormant	
4.			prominent	
5.			prestigious	
6.		capture		
7.		rescue		

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C Combine the sentences. Use a paired conjunction (***both...and***, ***not only...but also***, ***either...or***, or ***neither...nor***).

The game show host is talented. The game show host is funny.
The game show host is not only talented, but also funny.

1. That film wasn't interesting. That film wasn't funny.
____
2. We can watch a documentary tonight. We can watch the news tonight.
____
3. Marlin is a character in the animated film. Dory is a character in the animated film.
____
4. I wasn't tired. I wasn't hungry.
____
5. The detective is brave. The detective is intelligent.
____
6. It is my favorite biographical film. It is my favorite book.
____
7. The hero will win in the end. The villain will win in the end.
____
8. The football game was boring. The football game was disappointing.
____

D Complete each sentence with ***and***, ***but***, ***or***, ***so***, or ***yet***.

I wanted a sandwich, *yet* they only had burgers.

1. The sun was out, _______ it was still cold.
2. We can study for our English test, _______ we can play video games.
3. I read the detective books, _______ I saw the TV series, too.
4. I like dramas, _______ I like comedy shows more.
5. She was bored, _______ she called her friend.
6. I thought the game was great, _______ the referee annoyed me.
7. You can watch TV, _______ you can just read a book.
8. I wanted to eat dessert, _______ I was full from dinner.
9. One form of media is TV _______ another is the Internet.
10. I don't like documentaries _______ I'm not going to watch TV with you.

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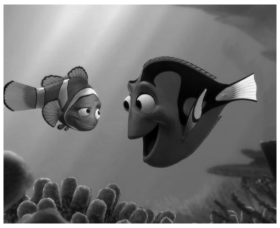
E Correct the errors in the sentences.

1. I think the most interesting sci-fi film is either *Star Wars* nor *E.T.*
2. Both my brother and my father likes adventure films.
3. He loved the exhibition, so went to see it again.
4. Not only are my grandparents going, but also my aunt are going.
5. In the end the hero saved the city, but he got the money.
6. Neither John nor his parents plans to go to graduation.
7. The documentary was not only popular, and also it won an award.

F Write five sentences about some of the pictures. Use paired conjunctions (***both...and***, ***not only...but also***, ***either...or***, or ***neither...nor***) or independent clauses with ***and***, ***but***, ***or***, ***so***, or ***yet***.



1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

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G Finish the sentences with your own ideas.

I tried to borrow the book from the library, but all the copies had been checked out.

1. She finished her homework early, so ______________________.
2. One of my friends is planning to be a scriptwriter, and ______________________.
3. Most of my friends like horror films, but ______________________.
4. Bob studied a lot, yet ______________________.
5. The remote control was broken, so ______________________.
6. I was feeling sick, but ______________________.
7. We could go out to eat or ______________________.
8. All of my friends loved the meal, yet ______________________.

H Complete the conversation with words and phrases from the box.

a dime a dozen	**hard to swallow**	**terrible**	**dozed off**	**just**	**You must be joking**

Susie: What was the name of that excellent film we saw last week? I want to tell Tara about it. I think she would really like it!

Aisha: Do you mean *Other Worlds*? You liked it? I thought it was **(1)** ______________________!

Susie: **(2)** ______________________. It was one of the best films I've seen all year!

Aisha: It was just so boring. I even **(3)** ______________________ a few times.

Susie: That's probably because you didn't get enough sleep the night before!

Aisha: No, I don't think so. It just wasn't a good film.

Susie: I thought Tony Patterson's performance was **(4)** ______________________ wonderful.

Aisha: Really? I think he's **(5)** ______________________. Anyone could have played that part.

Susie: But it was so exciting!

Aisha: I didn't think so. I thought the plot in general was **(6)** ______________________. It wasn't realistic at all.

Susie: Well, I guess we have different tastes in films!

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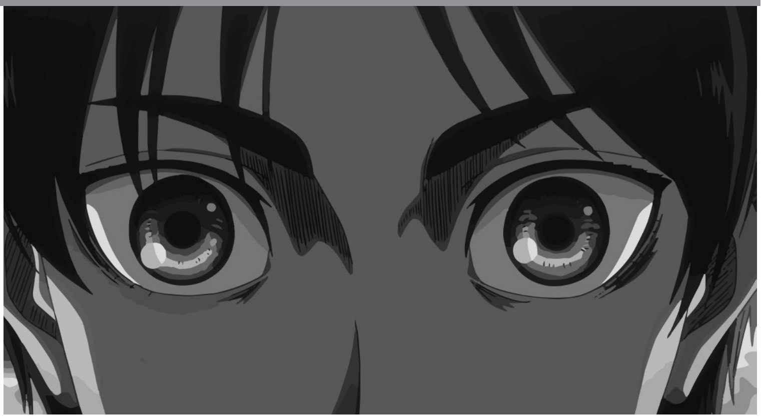

I READING

Read the article. Then choose the best answer to each question below.

The World of Manga

Manga are comics that were created in Japan in the late 19th century. Japanese people use the word to refer to cartoons, comics, or animation. Among English speakers, however, it is used to refer to Japanese comics along with the word anime, for animated cartoons. The comics cover a wide range of genres such as action, adventure, science fiction, mystery, thrillers, drama, sports and games, and so on. They are normally printed in black and white, although some are printed in full color. Many manga stories are translated into other languages, mainly English.

The stories are often published in large manga magazines. Each story is presented in a single episode that continues in the next issue. Successful stories may also be republished in hardback or paperback books. Popular manga series are sometimes animated after the story has been completed or as it develops in single episodes. Some manga comics are based on animated or live-action films.

Modern manga follows two broad trends. One trend focuses on events between 1945 and 1952 and incorporates cultural influences from American cartoons, TV films, images, and themes. The other trend stresses Japanese culture and art. Manga artists such as Osamu Tezuka created heroes that became popular in Japan and elsewhere in the world around the same period. Tezuka created Astro Boy, who is still a very popular, well-known character. The science fiction series is set in a futuristic world where robots co-exist with humans. Tezuka's visually dynamic style simulated slow and fast motion as well as details along the lines of cinematography.

The influence of manga on international comics has grown considerably over the last three decades. Manga has become an important part of the Japanese publishing industry and gained a significant readership in the U.S., Canada, Europe, and the Middle East. Artistic styles and characters of both genders have evolved to satisfy a wider range of genres, including realistic representations of life or fiction.

1. When English speakers refer to manga, they're referring to ________ .

a. animated cartoons **b.** Japanese comics **c.** cartoons, comics, or animation

2. If a story is popular, it might also be sold in ________.

a. hardback **b.** issues **c.** magazines

3. Manga comics are sometimes inspired by ________.

a. live-action films **b.** single episodes **c.** books

4. Osamu Tezuka's character Astro Boy achieved ________ popularity.

a. limited **b.** local **c.** global

5. Manga has had ________ effect on international comics in the last 30 years.

a. no **b.** an increasing **c.** a very small

6. Visually dynamic probably means ________.

a. very colorful **b.** animated **c.** bold and full of energy and movement

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J Think about filming a documentary and order the stages below. Then write a sentence explaining what each stage involves or provide an example.

1 Decide on the topic.

Choose a topic such as a historical person, a place, nature, a scientific discovery, etc.

_____ Find a location.

_____ Write the script.

_____ Film your scenes.

_____ Decide on a situation or plot.

_____ Decide on the time to shoot the documentary.

_____ Make a storyboard and a scene list.

_____ Check your equipment.

_____ Edit your documentary on your computer.

K Answer the questions.

1. What genres of TV films do you like best? Why?

2. Which TV films do you remember more vividly?

3. What exactly do you remember and why?

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L Write as many words as you can about the picture. Write sentences about the picture using ***both... and***, ***not only...but also***, ***either...or***, or ***neither...nor***.

Words about the picture

1. ______________________________

2. ______________________________

3. ______________________________

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M WRITING

Using the Internet for research, write a report on the making of a film you particularly like. Include information about the cast, the director, the location, and the set.

1. Before you write, take notes in the chart below.

Film Title	
Cast	
Director	
Location	
Set	

2. Now use your notes from the chart to write your report.

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N Write sentences with ***as...as***.

1. Detective stories are easy to follow. Science fiction is just as easy.
____

2. Ahmed is talented at writing, and so is his friend Oscar.
____

3. A TV antenna is difficult to tune in. A satellite dish is more difficult.
____

4. The Ritz is a prestigious restaurant, and so is the Lime Tree.
____

5. The original film's plot is intriguing. The plot of the sequel is less intriguing.
____

O Complete the conversation. Use comparative and superlative structures.

Amal: In your opinion, what is the **(1.)** ___________ (good) series on TV right now?

Sandra: Well, I've started watching that new series on Tuesday evenings. You know, the comedy about the people working in a company office. I really enjoyed it. It's the **(2.)** ___________ (funny) thing I've seen this year.

Amal: Do you mean *It's The IT Mob*? I can't believe you like it? I watched one episode of it, and I think it has the **(3.)** ___________ (stupid) plot on TV!

Sandra: Oh, come on. It's not as **(4.)** ___________ (bad) as that. In fact, it's definitely **(5.)** ___________. (good) than any other series.

Amal: I disagree. It was the **(6.)** ___________ (boring) program I've ever seen. I almost dozed off a few times.

Sandra: Maybe that's because you didn't understand the IT jokes!

Amal: No, I don't think so. I thought the plot in general wasn't as **(7.)** ___________ (realistic) as it should be.

Sandra: Not realistic? But it's a comedy, not a documentary! I thought Kevin O'Connor's performance was by far the **(8.)** ___________ (hilarious) he's ever given.

Amal: Really? I think he's considerably **(9.)** ___________ (talented) than you give him credit for. Anyone could have read those lines.

Sandra: So how come it's much **(10.)** ___________ (popular) than anything else on TV at the moment? Everyone's watching it.

Amal: Ah! That's just the power of advertising. The **(11.)** ___________ (frequent) the ads, the **(12.)** ___________ (strong) the attraction to watch. *Larry's Laugh-In* is a lot **(13.)** ___________ (clever) than your silly *IT Mob*. That's my favorite comedy series.

Sandra: Well, I guess we have slightly **(14.)** ___________ (similar) tastes in comedy than we thought!

P Which genres of films do you prefer? Write three sentences about why you prefer them. Use comparatives or superlatives.

1. _______________
2. _______________
3. _______________

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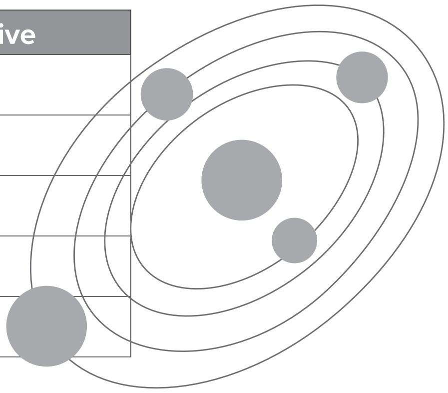
Q Complete the chart with the comparative and superlative forms.

Irregular Adjective	Comparative	Superlative
good		
bad		
well		
far		
old		



R Complete the sentences with the correct form of the adjectives in parentheses. Use the for the superlative form.

1. Mercury is ___________ (close) to the sun than any other planet.
2. The planet that is ___________ (far) from the Earth is Neptune.
3. Pluto has been called a dwarf planet because it's considerably ___________ (small) than any of the planets in our Solar System.
4. Brad has three brothers, and ___________ (old) one is an astrophysicist.
5. Being in the anti-gravity simulator made Faisal feel dizzy, but he's much ___________ (well) now.
6. Mars is ___________ (hot) than Jupiter and Saturn, but it is ___________ (icy) than Earth.
7. Flying in the Space Shuttle was ___________ (thrilling) experience of his career, but the time he nearly crashed was by far ___________ (bad).
8. Jupiter has a ___________ (great) number of moons, but Saturn has ___________ (impressive) ring system.
9. Earth is the only planet that is inhabited by humans as it has a far ___________ (good) atmosphere for us and ___________ (favorable) temperatures.
10. Earth is slightly ___________ (big) than Venus, whose air is ___________ (poisonous) than the atmosphere of Mars.
11. Galileo discovered Jupiter's four ___________ (large) moons since he was one of ___________ (great) scientists of his time.
12. His Royal Highness Prince Sultan bin Salman Al Saud's ___________ (celebrated) space flight made young Saudis ___________ (eager) to find out about space.

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5 Do You Really Need It?

A Complete the sentences with the words from the box.

admire	**exclusive**	**intended**	**sophisticated**	**brand**	**formula**	**revolutionary**

1. Whenever I go shopping, I always end up buying Generation ______________ clothes. They are really stylish and they fit me great. You can get them at most department stores.
2. Many advertisements have athletes and famous TV personalities in them. Featuring these stars helps companies sell their products because so many people ______________ them.
3. That company has come up with some of the most ______________ electronic products of our time. Many other companies all sell the same thing, but they always have new and inventive products.
4. The airline is having an ______________ sale only for their best customers. I was hoping to get invited to use the discounts, but I didn't.
5. The Upper East Side of Manhattan is a very ______________ place. It seems like everyone there is rich and has high-class taste.
6. Commercials play on different channels and at different times of the day, depending on who they are ______________ for. For example, commercials that are aimed at adults will play at night after children are sleeping.
7. Some laundry detergents have a special ______________ that is designed to get stains out of clothes without ruining the material. They have many different ingredients in them.

B Answer the questions.

1. Who is the most sophisticated person you know? Describe him/her.
____
2. What's your favorite brand of clothes? What's your favorite brand of shampoo?
____
3. Who do you admire most in life? Why?
____
4. Who are most cartoons intended for?
____
5. Who is a revolutionary thinker in the history of your country?
____
6. What is a formula?
____

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C Underline the adverb in each sentence. Then tick (✓) the kind of information that the adverb clause tells us.

	Reason	Purpose	Condition	Place
She's going to the mall <u>so that</u> she can get a new dress for the family dinner.	☐	☑	☐	☐
1. They used Roger Federer as their spokesperson because he's famous.	☐	☐	☐	☐
2. Wherever we go, we are surrounded by advertising.	☐	☐	☐	☐
3. I bought the face cream since it will help my skin look better.	☐	☐	☐	☐
4. If you have a good advertisement, people will buy your product.	☐	☐	☐	☐
5. They are planning to sell the juice everywhere they can.	☐	☐	☐	☐
6. The company made a commercial in order to sell their new product.	☐	☐	☐	☐
7. I'm going to buy it at the store unless I can get a better price online.	☐	☐	☐	☐
8. Now that the Internet exists, I never go to the mall.	☐	☐	☐	☐

D Circle the correct adverb to complete each sentence.

They aired radio advertisements ((in case) / where) the newspaper ads weren't enough.

1. They sold out of the new chips (only if / because) they were on sale.
2. They put a coupon in the weekend newspaper (to / wherever) attract new customers.
3. (If / Because) you want to go shopping, I'll go with you.
4. I decided to use conditioner (so that / now that) my hair wouldn't be dry anymore.
5. I'm going to buy a new computer (only if / since) my old computer crashed last week.
6. Many people buy bottled water (even if / so) they can drink the water from their tap.
7. (Unless / Everywhere) you go, there are things for sale.
8. She only buys organic foods (now that / even if) she has food allergies.

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E Finish the sentences about yourself.

1. I (sometimes / always / never) shop online for ______________________________.
2. ______________________________ wherever I go.
3. I (like / don't like) shopping because ______________________________.
4. If I stay at the mall for a long time, ______________________________.
5. ______________________________ since I'm still young.
6. Everywhere you look ______________________________.
7. My favorite place to shop is ______________ now that ______________.
8. I (listen / don't listen) to commercials so that ______________________________.

F Write an advertisement for each of the products below. Use an adverb clause with one of the adverbs from the box in each.

because	**if**	**since**	**unless**	**everywhere**	**in order to**	**so (that)**	**wherever**

1

2

3

4

5

6

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

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G Correct the errors in the sentences.

She went to the department store ~~so that~~ *because* they were having a sale.

1. Because of it was late we were tired.
2. I'm bringing an umbrella in case need it.
3. He put on his glasses unless he could see.
4. Where I live, it hot.
5. They are creating new ads order to sell their products in Asia.
6. Even if he will hurry, he will still be late.
7. We put the milk in the refrigerator now that it won't spoil.
8. Now that I a cell phone, I can call my friends anytime.

H Complete the story with the words and phrases from the box.

beat it	**blows**	**broke**	**maxed out**

Last weekend, Karen shopped all weekend long. She bought a new pair of black shoes, a pair of boots, two dresses, three sweaters, and a bottle of expensive perfume. After spending so much money, Karen was **(1)** ____________________ .

She was going to buy a cool designer bag too, but when she went to the register to pay, her credit card didn't work. Her card was **(2)** ____________________ . She was so embarrassed!

When she got home, she had to sneak into the house because her mother thinks she shops too much. Karen says she's not wasting money, but her mother disagrees. She says Karen **(3)** ____________________ money on things she doesn't need.

In the morning, Karen got dressed for school. She wore her new dress, a new sweater, and new shoes. She went downstairs to eat breakfast. "Good morning. Is that a new dress?" her mother asked, pointing at the price tag. Karen had forgotten to take it off! She confessed that it was, and then her mother noticed that the whole outfit was new. She was really mad, so Karen **(4)** ____________________ as fast as she could and ran out of the house.

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I READING

Read the article. Then answer the questions below.

Global Marketing Mishaps

Brand names and slogans are extremely compact communication tools. They represent a great deal of information, and **evoke** memories, feelings, and expectations, which in turn influence buyers' decisions. A brand name is the heart of any product, and a slogan creates a direct and perhaps unconscious association with a product. This is why companies have to be very careful about the brand names and slogans they choose for their products, and extra careful when these products are offered in the international market.

A name for a product can be perfect in one language and **catastrophic** in another. There are many stories about advertising and marketing **blunders** involving words that just did not translate or had a different meaning. For example, General Motors had to rename its car, the Chevy Nova, in Spanish-speaking countries because Nova can be understood as *no va* which means "It doesn't go." No automobile company would ever want that!

But English translation mistakes aren't limited to Spain and Latin America. When Pepsi translated their slogan "Come alive with the Pepsi generation" into Chinese, it was incorrectly translated as "Pepsi brings your ancestors back from the dead." And Kentucky Fried Chicken's slogan "Finger-Lickin' Good" was translated into Chinese as "Eat Your Fingers Off."

These stories serve as **cautionary tales** for advertising students and/or professionals. It's always advisable to check what your slogan or brand name means and implies in the countries where the product will be sold, or you could end up making your brand a **laughing stock**.

Answer ***true*** or ***false***.

1. ______ Brand names and slogans translate easily from one language to another.

2. ______ Brand names and slogans can influence buyers' decisions.

3. ______ *Nova* was a good name for a car in Spanish.

4. ______ There have been blunders in advertising when translating English into Chinese as well as Spanish.

5. ______ It pays to do research when translating advertising slogans from one language to another.

Write definitions for these words and phrases from the text.

6. evoke: ______________________________

7. catastrophic: ______________________________

8. blunders: ______________________________

9. cautionary tales: ______________________________

10. a laughing stock: ______________________________

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J Use the words and phrases to fill in the blanks. Then answer the questions.

window display	**hired**	**fully equipped**	**revealed**	**were delivered**	**stir**
bystanders	**mixed reviews**	**chopping**	**sliding**	**launched**	**oblivious**

A large furniture store **(1)** _______________ an unusual promotion for its products which would attract thousands of potential customers, or so they hoped.

The C&S – Comfort and Style – furniture store decided to advertise its products through an unusual **(2)** _______________. They **(3)** _______________ people to "live" in the store windows. A display that showed a living room set was used by a group of friends, university students who had met to watch a football game on television. They were sitting comfortably watching the game and having snacks. A couple of pizzas **(4)** _______________ halfway through the game. The group in the window were **(5)** _______________ to the crowd that had gathered outside.

In another window, a **(6)** _______________, sparkling kitchen was being used by a caterer to prepare a meal for a reception. There was a chef and assistants working hard, **(7)** _______________ vegetables, stirring food that was cooking, and **(8)** _______________ freshly made rolls into the oven. Once again, the team of cooks seemed completely oblivious to the gawking crowd.

It was later **(9)** _______________ that the window panes had been replaced with one-way mirrors that allowed **(10)** _______________ to look in, but prevented the people "living" in the window from looking out. They were fully aware of the fact that they were being watched but could forget about it and focus on their chosen tasks or pastime without any distractions.

The "live window displays" received **(11)** _______________, but they certainly attracted very large crowds to the store. Whether the display proved to be effective in terms of sales has never been revealed. It is just possible that it caused a **(12)** _______________ without necessarily influencing people to buy.

1. What do you think of "living window displays"? Please give reasons.

____

____

2. Would you agree to participate in a "living window display"? Why? Why not?

____

____

3. Do you think that the idea attracted buying customers? Why? Why not?

____

____

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K Write as many words as you can about the picture. Write sentences about the picture using ***because***, ***unless***, ***since***, or ***in order to***.

Words about the picture

1. ______________________________

2. ______________________________

3. ______________________________

L WRITING

Think of a food product that is popular in your country or region that is not popular in other parts of the world. It could be a local snack, fruit, vegetable, or national dish. Write an advertising brief for selling it in another region of the world. Include the target market, the type of image you want to create for the product, and suggestions for packaging. Then create a new name and a short, catchy slogan for the food.

1. Before you write, take notes in the chart below.

Food	
New sales region	
Target market	
Image to create	
Packaging suggestions	
Name & slogan	

2. Now use your notes from the chart to write your advertising brief.

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M Complete the conditional sentences. Use the present and future forms of verbs.

If I __spend__ (spend) too much time thinking about the future, I __won't have__ (not have) enough time to do everything I want now. But if I __don't think__ (not think) about the future, I __won't have__ (not have) a clue what to do next.

1. If I ____________ (buy) a new laptop, I ____________ (be) happy. But if I ____________ (not get) one, I ____________ (need to) do the assignment on my dad's computer.
2. If it ____________ (rain) a lot this week, the team ____________ (not be) able to practice for the big game. If the weather ____________ (be) nice, the team ____________ (practice) every afternoon.
3. If the temperature ____________ (drop) below zero, rain ____________ (change) to ice and snow. But if the temperature ____________ (stay) above zero degrees, rain ____________ (not freeze).
4. If Adel ____________ (decide) to go to King Saud University, he ____________ (move) to Riyadh next fall. He ____________ (be) happy there if he ____________ (make) friends quickly.
5. Newton figured out that if you ____________ (drop) an apple, it ____________ (fall) to the ground. If you ____________ (drop) a feather, it ____________ (float) down.
6. If Adnan ____________ (get) a bigger car, he ____________ (impress) his friends. But if he ____________ (show off) to his friends too much, they probably ____________ (not hang out) with him any more.

N Circle the correct words.

1. Would you (**prefer** / **rather**) go shopping at the mall or ride your bicycle by the lake?
2. Would you rather (**study** / **to study**) math or read your favorite book in the park?
3. Would you (**prefer** / **rather**) going camping in the mountains or staying in a hotel at the beach?
4. Would you prefer (**spend** / **to spend**) money on a vacation or to stay at home and buy something you need?

O Write your own answers to the questions in N. Use ***I'd rather*** and ***I'd prefer***.

1. ____
2. ____
3. ____
4. ____

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5 Do You Really Need It?

P Put the words into the correct categories. Some words may go in more than one category.

appealing atmosphere convenient convenient location discounts door-to-door delivery entertainment	fast food courts friendly service helpful staff luxury neighborhood pay by card wide range of products

Words Connected with Shopping Habits

Shopping Mall	Small Stores	Online Shopping

Q Complete the sentences with ***unless*** or ***when***.

1. I never take any notice of commercials ______________ it's about something I may need.
2. ______________ you have a good advertisement, people won't notice your product.
3. ______________ he put his glasses on, he could read the small print.
4. The shops will be closed ______________ you hurry.
5. The dress will look great ______________ you try it on.
6. I'm going to buy it at the store ______________ I can get a better price online.

R Complete the sentences with your own ideas.

1. Unless you are careful what you buy, ____.
2. When I think of ____.
3. ____ everywhere you can think of.
4. ____ when you give up your seat.
5. ____ unless you know the right people.
6. ____ unless he is willing to work hard.
7. If we don't win ____.
8. ____ when it's bad weather.

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6 The Gender Divide

A Unscramble the words.

i t t y n e i n s _intensity_

1. a t x n i y e ______________________
2. o t e r s t e y e p ______________________
3. e d g n r e ______________________
4. s t e o i u d ______________________
5. s l r t e s e s ______________________
6. p e t e m m e r t a n ______________________
7. t c a p y i a c ______________________
8. e e r p i e v i t t ______________________

B Write the words from exercise **A** next to the definitions below.

capacity **: the ability to contain, hold, or absorb**

1. ______________________ : boring and tiring
2. ______________________ : impatient; on edge; can't sit still
3. ______________________ : worry
4. ______________________ : power; strength; concentration
5. ______________________ : repeats over and over again
6. ______________________ : a simple idea about how a group is, often not true
7. ______________________ : category—male or female
8. ______________________ : character; personality

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C Complete each sentence with the correct form of the verb in parentheses.

I tried ___to sleep___ **last night, but I couldn't. The noise from the neighbor's TV was too loud. (sleep)**

1. I often forget ____________________ the mail. Then the next day my mailbox is full! (check)
2. I regret ____________________ the car. It was too expensive. (buy)
3. My father lost his job and we were low on money, so we stopped ____________________ out at restaurants until he got a new job. (eat)
4. Did you remember ____________________ out the garbage? (take)
5. I tried ____________________ you last night, but your phone went straight to voicemail. (call)
6. Thank you for your application. We regret ____________________ you that we decided to hire someone else for the job. (inform)
7. I don't remember ____________________ in that house because we moved when I was only two years old. (live)
8. We drove for four hours before we had to stop ____________________ gas. (get)
9. I hope he remembers ____________________ to the library after school today. (go)
10. My grandmother has problems with her memory. However, she will never forget ____________________ her family. (raise)

D Change the sentences from active to passive.

Somebody needs to water the lawn every day.

The lawn needs to be watered every day.

1. I don't like someone telling me to do my homework.

____

2. My grandfather remembers people giving him gifts when he was a child.

____

3. He wants someone to give him the answer.

____

4. Sheila wants her mother to help her.

____

5. Babies like someone talking to them.

____

6. The cat wants its owner to feed it.

____

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E Finish the sentences about yourself. Use a passive or active gerund or infinitive in each sentence.

1. I forgot ______________________________.
2. I always remember ______________________________.
3. I have always regretted ______________________________.
4. I stopped ______________________________.
5. I tried ______________________________, but I wasn't successful.
6. I want to be ______________________________.
7. I like being ______________________________.
8. I don't appreciate being ______________________________.

F Combine the sentences. Use auxiliary verbs after ***but*** and ***and***.

I always remember our first day at school. My best friend always remembers our first day at school.

I always remember our first day at school, and my best friend does too.

1. My brother doesn't like talking about work. My father doesn't like talking about work.
____
2. I don't like arguing. She doesn't like arguing.
____
3. Sabah is in high school. Her friend Hanan is in high school.
____
4. Jody doesn't like to cook. Gwen likes to cook.
____
5. Tom doesn't have a job. His brother has a job.
____
6. We're not going on a trip. They're not going on a trip.
____
7. He's not old enough to travel on his own. His brother old enough to travel on his own.
____
8. Our classmates don't enjoy the activity. We enjoy the activity.
____

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G Fill in the blanks with the verbs in parentheses. Use active or passive gerunds or infinitives.

Jenny: I've left a list of things to remember for you on the fridge under the red magnet. Don't forget **(1)** ______________________ (check) it when you leave the house.

Linda: I don't know why you have to make such a fuss. I'm always careful to turn everything off.

Jenny: Really? Do you remember **(2)** ______________________ (leave) the door unlocked when I had to be away for two days?

Linda: So what? Who is going to come in? We don't have anything worth taking in here.

Jenny: Maybe you don't, but I do. Anyway, check the list on the fridge to make sure.

Linda: OK. Have you stopped **(3)** ______________________ (buy) milk? I can never find any in the fridge.

Jenny: That's because you drink it. Why don't you stop **(4)** ______________________ (think) before you complain about things? Oh, Linda, come on. I'll only be away for the day. Surely you can manage. I tried **(5)** ______________________ (reach) our aunt, but she's not answering her phone and I'm worried.

Linda: I don't like **(6)** ______________________ (tell) what to do all the time. I know I'm younger and you don't trust me, but why don't you try this once.

Jenny: Yes, I do remember **(7)** ______________________ (tell off) by our grandmother when I forgot to turn off the tap and the water flooded into our room. OK, I'll remember **(8)** ______________________ (not speak) to you like that again.

Linda: Thanks, and I'll remember **(9)** ______________________ (do) what I'm supposed to. Promise!

H Answer the questions.

1. What do these phrases mean?

"I've known that for ages." ____

"You can say that again." ____

2. Is there a place you know like the back of your hand? Where is it?

____

3. Have you ever made a big deal about something and then realized it wasn't so important? What was it?

____

____

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I READING

Read the article and answer the questions.

The Environmental Divide

Concern for the environment has been a controversial issue from the start. When companies and industries were monitored and assessed to determine the amount of waste that they disposed of and the impact of that waste on the environment three decades ago, there were a lot of skeptics who regarded it as a ploy to promote a new industry, that of waste management.

In actual fact, a number of organizations with foresight jumped in to secure a piece of the waste management market. Bonuses and tax deductions were offered as an incentive for industries to upgrade their production procedures and equipment, in favor of environmentally friendly alternatives or at least alternatives that reduced harm to the environment.

Scientists had been setting out alarms and advising people to reduce the levels of waste accumulated on Earth as they could foresee future consequences. Yet, few responded.

Environmentalists attempted to prevent some of the destruction of natural habitat that would impact the lives of humans and other living organisms on Earth, but they were initially greeted with suspicion and on occasion with outright contempt.

The controversy continues uninterrupted. Even today, with all the belated discussions and summits to control global warming, people are divided on the issue. There are those that attribute most environmental changes to the natural evolutionary process of our planet and quote the ice age or the extinction of the dinosaurs as evidence of the changes that take place irrespective of humans and human intervention.

At the other end, stand those who regard Earth as their home and would like to maintain it as best they can by removing all toxic and destructive factors. They are the ones who refer to the destruction of the rain forests as one of the major crimes committed and substantiate it convincingly through the climatic changes, the depletion of oxygen, and holes in the ozone layer.

To this day, there does not seem to be a uniform standpoint on the issue despite attempts by international organizations to mobilize countries and individuals in a uniform effort to preserve the environment.

1. What are the two opposing views on the environment?

____

2. Who are these views represented by?

____

3. What is one of the main arguments used by those opposed to the environmentalist view?

____

4. What do environmentalists juxtapose as an argument?

____

5. What is your view on this issue? Please give reasons.

____

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J Compare two different ages. Think about someone you know well, a family member or a family friend who is at least 15 years older than you. Use the points listed below and make notes about yourself and your older friend or relative. Then write sentences comparing yourself to them, using your notes to help you.

	You	Your family friend or relative
Favorite activities in the city		
Favorite activities outside the city		
Attitude to travel		
Attitude to technology		
Favorite TV shows		
Least favorite TV shows		
Favorite food and eating habits		
Other		

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

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K Write as many words as you can about the picture. Write sentences about the picture using verbs + infinitives or gerunds with different meanings.

Words about the picture

1. ______________________________

2. ______________________________

3. ______________________________

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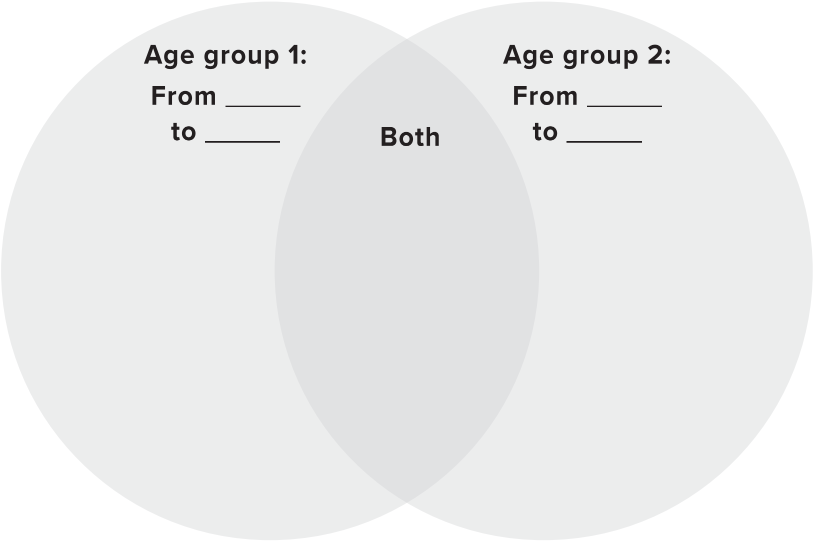
L WRITING

Write a comparative essay about the behavior and attitudes of people of different ages. Choose people from different age groups in your country, in your family, or among your siblings (brothers and sisters). What are the things that are specific to each age group? What are the things that both age groups have in common?

1. Before you write, take notes in the Venn diagram below.



2. Now use your notes from the Venn diagram to write your essay.

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M Complete the dialogue with the present perfect, or the present progressive of the verb in parentheses.

A: Noura, is that you?

B: Sabah? I (**1.**) ___________ (not see) you since your graduation! How (**2.**) ___________ (you/be)?

A: Great! (**3.**) ___________ (it / be) that long? So, what (**4.**) ___________ (you/do) these days?

B: You won't believe it. I (**5.**) ___________ (teach) English at our old high school.

A: Really? So, you (**6.**) ___________ (get) your degree in English at last. That's good news. How long (**7.**) ___________ (work) there?

B: I (**8.**) ___________ (be) there since the start of last semester. What about you? How's your mom? (**9.**) ___________ (she/make) any more beautiful clothes since I saw her last?

A: Oh, yes. she (**10.**) ___________ (just/finish) a new dress for me. That reminds me, we (**11.**) ___________ (spend) all month planning a dinner party for my grandma. That's what the dress is for. I (**12.**) ___________ (plan) the menu all morning. We're going to make all her favorite foods.

B: That sounds like a delicious feast. I'm sure your grandma will enjoy it.

A: Would you like to come? I (**13.**) ___________ (write) an invitation to send to you. What are you doing on Friday afternoon?

B: That's kind of you. I (**14.**) ___________ (not got) anything special to do this weekend, so I'll ask my parents if I can come.

A: Good. Well, I must go now. Mom (**15.**) ___________ (wait) for me. She says we (**16.**) ___________ (talk) too long on the phone as usual!

B: OK. Bye for now! I'll let you know about Friday, for sure.

N Write your own answers to the questions. Use the present perfect simple, present perfect progressive and ***for, since, all day/week/month/year***.

1. What have you been doing lately? Why?

____

2. Who haven't you seen in a long time? Why?

____

3. Where haven't you been in a while? Why?

____

4. Have you planned or attended any special event recently? What?

____

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6 The Gender Divide

O Circle the correct words to complete the descriptions.

1. Ahmed will probably become a (**writer** / **novel**) one day as he's always been a (**bookworm** / **bookmark**).
2. If you want to (**keep** / **play**) fit and meet new people, I'd recommend joining a (**sport** / **club**) where you can take part in different activities.
3. Andy is so good (**with** / **at**) tennis that he has won several prestigious (**awards** / **stickers**).
4. Noura has always been fascinated (**by** / **in**) poems and now she's writing her own (**training** / **poetry**).
5. I'm not the slightest bit interested (**by** / **in**) reading detective (**stories** / **games**).

P Complete the sentences with the correct form of the words in brackets.

1. Playing games with his brother brings Adel a great deal of ________________ (**enjoy**).
2. There was a look of ________________ (**happy**) on Omar's face when he got his new laptop as a present.
3. Ken loves skiing with his dad since he gets a sense of ________________ (**satisfy**) from taking part in sports outdoors.
4. Some people believe that computer games can be ________________ (**educate**) as they may train children to think quickly.
5. To expand her ________________ (**know**) of teaching methods Miranda uses the Internet as a source of new information.
6. Our local team has won many equestrian ________________ (**compete**) in recent years.

Q Match the words to make compound nouns.

1. stamp	____	**a.** seller	
2. internet	____	**b.** sport	
3. stuffed	____	**c.** café	
4. science	____	**d.** collection	
5. comic	____	**e.** books	
6. athletic	____	**f.** track	
7. best	____	**g.** toys	
8. water	____	**h.** fiction	

R Make four sentences using some of the compound nouns in **Q**.

1. ____
2. ____
3. ____
4. ____

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EXPANSION Units 4 – 6

A Match the words and their definitions.

1.	______ restless	**a.**	without planning
2.	______ broke	**b.**	category of living thing
3.	______ admire	**c.**	the name that identifies a product or manufacturer
4.	______ species	**d.**	for a long time
5.	______ doze off	**e.**	personality or mood
6.	______ temperament	**f.**	involving a big change
7.	______ for ages	**g.**	fall asleep
8.	______ spontaneously	**h.**	worry
9.	______ anxiety	**i.**	out of money
10.	______ mindset	**j.**	a way of thinking
11.	______ brand	**k.**	respect
12.	______ revolutionary	**l.**	impatient; can't sit still

B Answer the questions.

1. What gender are you?

____

2. What's something you find tedious?

____

3. What's the most outlandish commercial you've ever seen? Explain.

____

4. What's your favorite brand of food? What does the brand's logo look like?

____

5. What's something you like to blow money on?

____

6. Why does something become obsolete?

____

7. What would you do if you bought a computer that had a lot of defects?

____

8. What species of animals can you see in parks or zoos?

____

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C Combine each pair of sentences using a paired conjunction.

Tom doesn't lie. Tom doesn't yell.

Tom neither lies nor yells.

1. He worries a lot. He tries to avoid conflict.
____
2. Ben doesn't like to play football. Scott doesn't like to play football.
____
3. Betty likes to talk about her feelings. Tara likes to talk about her feelings.
____
4. They will have pizza. They will have pasta. They don't know yet.
____
5. Madison likes to speak in formal situations. Madison likes to speak in informal situations.
____
6. Sea turtles can swim underwater. Sea turtles can live to be very old.
____
7. The twins don't do chores. The twins don't clean their room.
____
8. The meal can be served with rice. The meal can be served with salad.
____

D Answer the questions, using complete sentences with adverb clauses. Use the adverbs in parentheses.

What is your favorite TV show? Why do you like it?
(because) *My favorite TV show is CSI because it's exciting.*

1. Where do you take your cell phone?
(wherever) _______________
2. When should you call 997 or another emergency number?
(only if) _______________
3. Why are you studying English?
(so that) _______________
4. Why don't you have school on September 23rd?
(because of) _______________
5. Why do you have an umbrella?
(in case) _______________
6. Where can you use the Internet?
(everywhere) _______________

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E Complete the sentences. Use the verb in parentheses as a gerund or an infinitive.

I forgot to meet **(meet) my friend at the lecture hall. My friend waited until the lecture started and finally went in without me.**

1. Our biology teacher always stops ____________ (talk) to us when she sees us in the schoolyard.
2. Did you remember ____________ (buy) the tickets? I'm worried they'll sell out if we don't get them soon.
3. I tried ____________ (turn) on the light, but it's not working. We might need to buy a new one.
4. I regret ____________ (tell) you that the tickets were sold out when I tried to buy them. I'm sorry.
5. My grandmother remembers ____________ (pay) only 25 cents to buy an ice-cream cone. Times have changed a lot since she was a little girl.
6. On our way home, we stopped ____________ (have) an ice-cream cone. It was delicious.
7. I don't remember ____________ (see) a bag. Are you sure you took it with you?
8. I regretted ____________ (watch) that horror film on TV. I had nightmares for weeks.

F Combine the sentences. Use an auxiliary verb with ***but*** or ***and***.

The shampoo is expensive. The conditioner is expensive.

The shampoo is expensive and the conditioner is too.

1. The BMX-3000 is sophisticated. My old car isn't sophisticated.
____
2. This packaging doesn't look good. This advertisement doesn't look good.
____
3. The commercial is good. The slogan is good.
____
4. The uniforms aren't new. The sneakers are new.
____
5. China sells the car. Mexico sells the car.
____
6. The spokesperson is a scientist. The sponsor isn't a scientist.
____
7. Endorsements are a way to advertise. The "Bandwagon Technique" is a way to advertise.
____
8. The commercial isn't funny. The billboard isn't funny.
____

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EXPANSION Units 4 – 6

G When and where do people do these things? Write sentences.

1. Invite friends and relatives to your house.

   ____

2. Visit friends and relatives.

   ____

3. Exchange gifts with family and friends.

   ____

4. Celebrate with family and friends.

   ____

5. Organize a dinner party.

   ____

6. Drive to the desert.

   ____

7. Pitch a tent.

   ____

8. Have a barbecue.

   ____

H Write as many words as possible that collocate with these items.

convey	witness	outlandish	verbal	brand

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EXPANSION Units 4 – 6

I Look at the picture and write words that describe what is happening. Write sentences about what each boy could be thinking using some of your action words (verbs).

Action words (verbs)

1. ______________________________

2. ______________________________

3. ______________________________

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EXPANSION Units 4 – 6

J WRITING

Write an essay about the customs and traditions of a holiday that you celebrate.

1. Before you write, use the chart below to organize your ideas. In the first column, write two or three customs or traditional things that people do on the holiday. Research these traditions and then write notes about the origin of each in the second column.

Holiday: ______________________	
Tradition/Custom	**Origin of the Tradition/Custom**

2. Now use your notes from the chart to write your essay.

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7 Everyone Makes Mistakes

A Find the words from the box in the puzzle.

boost	**flop**	**novelty**	**slipping**
endured	**launch**	**outraged**	**tampered**

S	T	H	C	J	S	O	N	K	L	U	F	O	D
L	S	I	C	V	H	O	U	N	Q	W	S	E	N
I	O	D	I	N	V	E	P	T	E	K	A	S	Q
P	O	X	D	E	U	O	D	E	R	U	D	N	E
P	B	V	L	L	L	A	J	O	J	A	O	A	Q
I	G	T	T	F	C	T	L	C	V	K	G	O	V
N	Y	L	G	T	A	M	P	E	R	E	D	E	E
G	W	C	O	W	E	E	H	V	A	Q	B	H	D

B Complete the sentences with the words from exercise **A**.

The company plans to ___launch___ its new car in the Japanese market next year. This is the first time they will be selling in Japan.

1. Somebody ________________ with my suitcase. I can tell it has been opened and everything is in a different place.
2. The new cell phone was a ________________ . Nobody bought it, so they took it off the market the following year.
3. I am ________________ by the convenience store cashier. His attitude just makes me angry.
4. At first the video game did very well, but by its second year on the market, sales started ________________ . The company has started a new advertising campaign to help ________________ sales.
5. Some people think that hybrid cars are just fun and new right now, but I think they're more than just a ________________ .
6. I have ________________ many years of teasing from my older brother. Now he's off at college.

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C Underline the past modal in each sentence. Then tick (✓) the box for the meaning the modal is conveying.

	uncertainty about the past	drawing conclusions about the past	expected action that didn't happen	mistakes made in the past
You *should have called* **me right away.**	☐	☐	☐	☑
1. I may have made a mistake.	☐	☐	☐	☐
2. I don't feel well. The soup must have been old.	☐	☐	☐	☐
3. I think I may have lost my keys.	☐	☐	☐	☐
4. She was supposed to be here by 2 o'clock, but I guess she's late.	☐	☐	☐	☐
5. I shouldn't have eaten that soup.	☐	☐	☐	☐
6. Do you think she could have gotten lost?	☐	☐	☐	☐
7. She must have stayed up too late last night.	☐	☐	☐	☐
8. The game was supposed to be last night, but it was canceled.	☐	☐	☐	☐

D Complete the conversation with a past modal and the correct verb form.

Mona: Hey, Norah. What's the matter? You look awful!

Norah: **Last night (be)** *may have been* **the worst night of my life!**

Mona: Why? What happened? I thought you were **(1)** (go) ________________ to your grandparents with your brother.

Norah: I did, but now I think I **(2)** (go) ________________.

Mona: Why not? Did you have a bad time?

Norah: Well, before my brother came to pick me up, I started feeling sick. Finally, I realized that I **(3)** (eat) ________________ something that had peanuts in it.

Mona: Oh, no! You're allergic to peanuts!

Norah: I know! I get a rash and fever when I eat them! But I really wanted to go to my grandparents, so I just took some allergy medicine.

Mona: Wow! Your mom **(4)** (be) ________________ so upset!

Norah: Actually, I **(5)** (tell) ________________ her, but I didn't.

Mona: Norah! That's terrible. You **(6)** (got) ________________ really sick!

Norah: Well, I did. And in the end, my brother had to take me to the hospital. He **(7)** (be) ________________ so annoyed with me.

Mona: I'm sure he wasn't. He must have been really worried about you.

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E Choose the correct option to complete the sentences.

1. She didn't come? She ________ about the meeting.
   a. must have been forgotten **b.** must have forgotten
2. That mess ________ a long time ago!
   a. should have been cleaned up **b.** should have cleaned up
3. You look so tired today. You ________ out late last night.
   a. must stay **b.** must have stayed
4. That picture ________ by him. It doesn't look like his style.
   a. couldn't have been painted **b.** couldn't have painted
5. The seal on that milk is broken. It ________ with.
   a. could have been tampered **b.** could have tampered
6. The game ________ 10 minutes ago.
   a. should have been started **b.** should have started

F Correct the errors in the sentences.

been
Sometimes I think I should have ~~be~~ a lawyer.

1. They were supposed to came over at 10:00.
2. The thief could have caught by the police, but they were too slow.
3. Ali may has gotten lost.
4. Everyone was wearing a coat. It must been cold last night.
5. His car could been stolen.
6. You must been have so embarrassed.
7. Do you think I must have failed the test?
8. You shouldn't had been so angry.

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G Look at the pictures. Write a sentence about each, using modals in the past or passive modals in the past.

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

H Complete the conversation with words and phrases from the box.

don't sweat it	**flake**	**making too much of it**	**no big deal**	**slipped my mind**

Adam: Hey, Omar. Did you remember to bring that book?

Omar: Oh, no! I totally forgot! I was so busy getting all my things together this morning, that it **(1)** ____________________. I'm so sorry!

Adam: Oh, it's **(2)** ____________________. Maybe you can bring it tomorrow.

Omar: Yes, of course I can, but I feel terrible. You even called me to remind me this morning! I feel like such a **(3)** ____________________.

Adam: Really, **(4)** ____________________. It's fine, you don't need to get upset.

Omar: Well, maybe I could bring it to you tonight. I can drive over to your house after football practice.

Adam: You're **(5)** ____________________. If you just bring it tomorrow, that will be fine.

Omar: OK. If you're sure, I'll just bring it tomorrow.

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I READING

Read the advice column from a newspaper. Then answer ***true*** or ***false***.

Dear Advisor,

I've been having a lot of problems in my math class, and I don't know what to do. Every day we check our homework and I usually only get half of it right. It's so depressing that I usually just throw away my assignments after class. I also failed the last two tests. I think my teacher hates me. He has tried to get me to stay after school so he can go over the homework with me, but I always tell him I'm too busy. He probably just wants to tell me that I'm not good at math, and I already know that! My father is an engineer and he's really good at math. He expects me to do really well in all my classes, but especially math. He doesn't know that I'm failing. We have our final exam next week, and I am not ready for it at all. I am probably going to fail it, too. How will I ever tell my dad?

Sincerely,
Math Problem Student

Dear Math Problem Student,

I'm sorry to hear about all of the problems you have been having in your math class. I think that you need to start learning from your mistakes and applying that learning to future situations, such as the final exam you have next week. You should not throw away your old homework and exams because they can help you study for future exams.

The first thing you should do is carefully look through all of your old exams. You said you get about half of the questions right. That's great. First, look at those questions. Put them into categories by question type. What did you do correctly? Then look at the questions you missed. Put them into categories, too. Are there some areas that you are having more problems with than others? Study those areas. What can you do differently on the next test?

You should accept your teacher's offer to go over the homework with you. I'm sure he doesn't just want to tell you that you aren't good at math. He probably wants to help you understand the questions that you are having trouble with. I also think it's time for you to talk to your dad and tell him you're having problems in your math class. Maybe he can help you study at home, especially since he's good at math. Most parents will be more supportive if they can see that you are trying hard and taking the work seriously.

Remember that if it wasn't for mistakes, we would never have to learn anything.

Good luck on the final exam!
Advisor

1. ________ The student is very good at math.

2. ________ The student has not told his father that he's having problems in math.

3. ________ The student has been saving his homework every day so he can study it later.

4. ________ The advisor says we should always give up when we make a mistake.

5. ________ The advisor thinks he should tell his father about his problems in math class.

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J Read the situations and comment using ***may have***, ***must have***, ***should have***, or ***could have***.

Fahd suggested you meet at his house; so you get there and find out that he's left.

You know he wanted to buy new shoes, but he hadn't mentioned anything about going shopping this morning. But then again, ...

He *may have gone shopping. / He may be at the mall.*

1. Come to think of it, though, he did say something about a dentist appointment. Yes, that's right, his brother mentioned something about it because they had arranged to go together.
   He ____.
2. You know he hates going to the dentist; that's why his teeth are in such a bad state. You think:
   He ____ a long time ago.

You disagreed with your friend over something that had happened at school. You try to explain why you feel the way you do, but your friend is not willing to listen to you.

3. You know it's wrong, but you lose your patience and start shouting at your friend. Your friend gets very angry and walks away. Looking back you think:
   I ____.
4. You run into your friend later in the day and try to apologize. Your friend turns away and refuses to talk to you.
   Your friend ____.
5. You get really annoyed, and you throw a watch your friend had given you as a present on the floor and it breaks. You regret it.
   I ____.

K Respond to the statements using ***should***/***shouldn't have***, ***must***/***mustn't have***, ***could***/***couldn't have***, or ***may***/***may not have***.

"I can't find my keys." *You could have left them at home. / You may have forgotten to take them.*

1. "My cell phone is dead." ____
2. "I failed the test." ____
3. "My teacher got very upset." ____

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L Look at the pictures and make a list of words that describe the pictures. Write sentences about the pictures using ***may have***, ***must have***, and ***should have***.

Words about the pictures

1. ______________________________

2. ______________________________

3. ______________________________

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M WRITING

Write about a mistake you made and a lesson you learned from the mistake. How will you do things differently if you are in a similar situation in the future?

1. Before you write, take notes in the chart below.

1. Describe:	**What happened?**	
2. Analyze:	**What went well? What could I have done differently?**	
3. Plan:	**What is my action plan for the future?**	

2. Now use your notes from the chart to write your essay.

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N Read each group of words and phrases. Which one does not belong?

1. university negotiations sales asset patent
2. buy research sell sign negotiate degree
3. new and improved a good deal boost sales slipping sales figures
4. formula qualifications invention discovery product
5. occupation career salary profession job work

O Complete the gaps with a word or phrase from **N**. Put the word or phrase in the correct form. There may be more than one possible answer.

1. Saeed is a manager in an advertising agency. Part of his **(1.)** ___job___ is to find new clients. He is responsible for negotiating new contracts and getting clients to **(2.)** ____________ . Saeed enjoys this line of **(3.)** ____________ very much. He is a smart and creative person and learns from his mistakes. As a result, Saeed has been very successful in his chosen **(4.)** ____________.

2. Faisal **(5.)** ____________ in a clothing store. He helps customers **(6.)** ____________ clothes. Recently, the shop has been seeing fewer and fewer sales. Faisal thinks that the store could **(7.)** ____________ by selling hip and cool clothes. He did some **(8.)** ____________ and asked customers if they'd be interested in buying that style of clothes. He talked to his manager, and his manager was very happy with Faisal and his idea. In fact his manager was so happy, he raised his **(9.)**____________!

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P Complete the sentences with the correct article: ***a, an,*** or ***the***.

1. The website crashed because of ______ computer error.
2. The tax accountant made _____ error of judgment, for which he has later apologized.
3. After predicting disastrous results, he had to admit to having made a big mistake when he saw the success of _____ new product.
4. He was mistaken about ______ price and grossly underestimated how much the product cost to make. We were offered ten times that price from another company!

Q Complete the story about Badria's new business. Use ***a few, a little, hardly any, plenty of*** and ***a lot of.*** There may be more than one possible answer.

The 'Fat Flush' Company: A Brilliant Business Idea

Badria started her innovative business three years ago. Today she is experiencing enormous success. Badria delivers tailored advice and ready-made meals as part of a healthy living and diet program for women, called the 'Fat Flush Program.' This is what she told me:
"At first, I was uncertain about how to set up and manage a small business, but with the help of my brother and uncle, I saw that it could be very successful. My business idea came from my own experience of weight loss which came about from making some simple changes to my diet and lifestyle."

There are ___*hardly any*___ rules—but if you want to lose weight quickly, you must do the following:

1. You have to take 1 tablespoon of oil twice a day. That's not **(2)** ________________ oil, but it helps you lose weight for some reason.
2. You need to drink **(3)** ____________________ lemon juice (about a tablespoon) in water twice a day.
3. Fruits are part of the diet. You can have **(4)** _______________ pieces of fruit—one, two, or three pieces—every day. You can eat **(5)** _________________ different vegetables. In fact, you can eat all the vegetables you want, including beans, broccoli, cucumbers, onions, and 25 more.
4. But you can only have **(6)** _____________________ spices. They cause problems with this diet.
5. You need to drink **(7)** _________________ water—at least eight glasses a day!
6. You can't eat **(8)** _________________ meat—only 225 grams once a day.
7. You should try to get **(9)** _________________ exercise, but not too much.
8. You must eat three 'Fat Flush' meals a day. These are especially prepared for you by us and delivered to your office or home at a time that suits you!"

For more information about the 'Fat Flush Program,' contact …

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8 Against the Odds

A Write the missing letters.

s _u_ **m** _m_ _i_ **t**

1. p r___ ___ r ___ ___ y
2. d i___ r ___ ___ t i ___ n
3. ___ u ___ n e r ___ ___ l e
4. p ___ ___ d ___ e
5. s a ___ ___ g ___ ___ r d
6. u ___ p ___ e c ___ d e ___ t ___ d
7. ___ x t ___ a ___ r ___ i n a ___ y
8. s ___ ___ i d a ___ i t ___

B Write the words from exercise A next to their definitions.

pledge : **promise**

1. ______________ : not regular, arranged to deal with a special problem
2. ______________: never happened before
3. ______________: a meeting of countries' leaders
4. ______________: when normal activities cannot continue
5. ______________: the most important thing
6. ______________: the act of supporting each other or others
7. ______________: protect
8. ______________: weak and not protected

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C Circle the correct words to complete the sentences.

I was (so / such) tired that I stayed home and went to bed early.

1. He was (so / such) a small child that people sometimes thought he was a baby.
2. It was (so / such) long ago that I can't remember it.
3. She knew (so few / so little) people that nobody noticed she was missing.
4. He looked (so much / so many) like a celebrity that people would often ask for his autograph.
5. It was (so / such) a miserable day that I didn't want to leave the house.
6. It was (so / such) a difficult test that many students didn't pass.
7. There was (so few / so little) food that they could have died.
8. I was (so / such) tired that I don't even remember getting into bed.

D Combine the sentences. Use ***so...that*** or ***such...that***.

Ali is sick. He had to miss school today.

Ali is so sick that he had to miss school today.

1. Susan's cake got many compliments. She made it again the next day.

   ____

2. We had a good time in the park. We laughed and played games all day.

   ____

3. It is a beautiful day. I'm going for a walk.

   ____

4. The test was hard. Most of the students failed it.

   ____

5. That joke was funny. I couldn't stop laughing.

   ____

6. They were good friends. They could read each other's minds.

   ____

7. Tara is tall. People sometimes think she's the teacher.

   ____

8. I had a strange day. I just want it to end.

   ____

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E Finish the sentences about people you know.

The teacher **was so nice that** *everyone wanted to take the class*.

1. ______________ is so smart that ______________________________.
2. ______________ is such a funny person that ______________________________.
3. ______________ was such a strange experience that ______________________________.
4. ______________ is such an easy class that ______________________________.
5. ______________ are so famous that ______________________________.
6. ______________ is such a hard teacher that ______________________________.
7. ______________ was such a fun time that ______________________________.
8. ______________ was such a boring book that ______________________________.

F Rewrite the sentences, reducing the adverb clauses to participle phrases.

After he scored the winning goal, he became very famous.
After scoring the winning goal, he became very famous.

1. While we were eating dinner, we talked about our day.
____
2. After she was sick for a week, she decided to go to the doctor.
____
3. She didn't know any other children until she went to school.
____
4. Before he interviewed for the job, he prepared very carefully.
____
5. While they were traveling, they took lots of pictures.
____
6. I had the craziest dream while I was sleeping last night.
____
7. After he had the accident, he couldn't remember anything.
____
8. Until I learned to read, I talked all the time.
____

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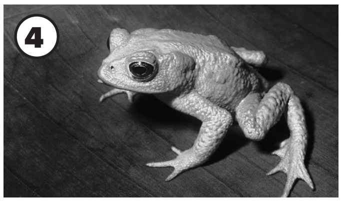
G Write a sentence about each picture. Use ***such...that***, ***so...that***, or a reduced adverb clause in each.



1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

H Complete the conversation with the words and phrases from the box.

chances	**iffy**	**No way**	**freaked me out**	**on cloud nine**	**break**

Clive: Is that Brian on the cover of that scientific journal?

Keith: Yeah, it is! You haven't seen it yet?

Clive: No! It totally **(1)** ______________! How did he get on the cover?

Keith: Actually, it was a **(2)** ______________. He was at a New Inventors' Convention and got seated next to one of the board members who is a kind of talent scout, you know, looking for promising young scientists and inventors. Anyway, he'd attended Brian's poster presentation at a school competition last year and thought he had a lot of potential, so he asked him if he wanted to write an article and have his photo taken for the journal.

Clive: **(3)** ______________! What are the **(4)** ______________ of that?

Keith: I know! It's amazing!

Clive: He must be **(5)** ______________! That's so exciting!

Keith: I know! And the best part is that he has been a subscriber for as long as he can remember and had been dreaming of his face on the cover, but didn't think it would ever happen.

Clive: And this board member wanted Brian's photo on the cover?

Keith: Well, at first it was **(6)** ______________, but he definitely wanted the article and a small photo of him to use with the article. But then, they decided to put him on the cover!

Clive: That's great! I'm going to call him to congratulate him!

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I READING

Read the text. Then answer the questions below.

Déjà vu

The term *déjà vu* comes from French and literally means *already seen*. It's a feeling that people have of previously experiencing something that they couldn't have experienced before, a feeling of an overwhelming sense of familiarity with an unknown place or experience. We have all had the experience of *déjà vu* at one time or another. For example, when we meet people for the first time and feel that we have already met, or we have a strong sense of recollection of having said something or done something when we are actually saying or doing it for the first time. Even when we travel to faraway places for the first time, we may have the feeling that we have already been there, sometimes wearing exactly the same clothes and being with the same people.

The *déjà vu* experience is very common. The percentage of the world's population that reports having experienced it is as high as 70 percent. The high rate of the occurrence has triggered great interest in this phenomenon.

There are many different theories from psychoanalysis and psychiatry that try to explain *déjà vu*. Some experts believe *déjà vu* to be the expression of a simple fantasy or wanting to fulfill a wish. Others have offered a more scientific explanation, claiming it to be a mismatching in the brain that causes it to mistake the present for the past.

A phenomenon that is the direct opposite of *déjà vu, jamais vu,* a French term meaning "never seen before," also occurs frequently. This is explained as a disorder in memory that creates the illusion that what should actually be very familiar is being encountered for the first time.

Much research is already being done into *déjà vu*, but more needs to be done before it can be considered as something other than a mysterious phenomenon.

What are two theories mentioned in the text that have been offered to explain *déjà vu*?

1. ______________________________

2. ______________________________

Find the following words in the text. Write definitions for them. Use a dictionary if necessary.

3. familiarity: ______________________________

4. phenomenon: ______________________________

5. fantasy: ______________________________

6. disorder: ______________________________

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J Fill in the blanks with ***such***, ***so***, ***so many***, ***so much***, ***so little***, or ***so few***.

It was *such* a sunny day in June; an ideal day to spend on the beach. As it was a day off work, we decided to set out early in order to beat the traffic. As it turned out, we should not have bothered. There were **(1)** ____________ cars on the road that the bumper to bumper, snake-line traffic was hardly moving.

Having only had an apple for breakfast, I started feeling **(2)** ____________ hungry that I had trouble focusing on the road. I kept hoping that someone would suggest that we stop and have some of the sandwiches we had packed. Eventually, someone started handing out sandwiches. My relief was short-lived; the sandwiches were **(3)** ____________ warm and soggy they were almost inedible. When I reached for a bottle of water that we had packed in the icebox, it was almost as warm as the sandwiches. Our trip to the beach was turning into **(4)** ____________ a disaster; we all looked hot and miserable. Things did not change much as we went on, very slowly!

We tried to turn into a side road to get out of the traffic and got trapped between a bus and a truck. It was **(5)** ____________ close; we could not see anything but cars all around. We reached the beach almost three hours later. There were **(6)** ____________ spots left to sit that we realized we would have to stand if we wanted to stick together.

We had wanted to spend a day on the beach **(7)** ____________ that we had gotten up at the crack of dawn, prepared and packed food, loaded the car with all kinds of stuff, and put up with three hours on the road. We marched back to the car without saying a word. The drive home was uneventful. Getting back to an air-conditioned home was **(8)** ____________ a relief. We all gathered in the living room, glasses of ice-cold fruit juice in our hands. We were **(9)** ____________ pleased with ourselves. We felt that we had beaten the odds, having gotten to the beach and back in one piece! And it had taken **(10)** ____________ time to give it all up and come back. Imagining the mass return of the crowds later was too painful to dwell on!

K Rewrite the sentences using ***such***, ***so***, ***so many***, ***so much***, ***so little***, or ***so few***.

There was less than a spoonful of butter. It was impossible to make a cake.

There was so little butter (that) it was impossible to make a cake.

1. They speak without stopping. You get a headache after a while.

   ____

2. Only three students passed the test. The test was repeated.

   ____

3. I saw countless gadgets at the exhibition. I couldn't remember half of them.

   ____

4. It was a great opportunity. We couldn't turn it down.

   ____

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L Look at the picture and make a list of words that describe the picture. Write sentences about the picture using ***such…that*** and ***so…that***.

such…that	so…that

1. ______________________________

2. ______________________________

3. ______________________________

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M WRITING

Write about an unusual coincidence that has happened to you or someone you know.

1. Before you write, make notes about what happened below.

Coincidence:

2. Now use your notes from the chart to write your essay.

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N Read the story and answer the questions. Use the past progressive tense and ***was/were going to*** in your answers.

> Some friends of mine live in Alaska. They told me this story. My friends were really surprised last Tuesday afternoon. They were playing football after school when a moose walked across the football field! They stopped and stared. My friends were going to follow the moose when the moose suddenly stopped. It stared at them and then it walked across the park! Some adults and children were picking up litter. They, too, stopped and stared. They followed the moose. When the moose crossed the street, some children were sitting in a school bus. They got out and followed the moose. Then the moose walked in front of a police car. The police officer was talking on his phone when he saw the moose. He was going to call the station for backup when the moose started moving again and walked to the bakery. It stood there and sniffed the air. Everyone thought the moose was hungry and wanted some bread. The entire town stopped and was watching the moose. People asked:
> "What can we do to help the moose? We need to get it back to the forest."
> Someone had an idea! Soon after, the moose was walking out of town following the bread truck!

Answer the questions.

1. What were the writer's friends going to do when they saw the moose?

____

2. What were the writer's friends doing in the park when they saw the moose?

____

3. What were the children doing when they saw the moose?

____

4. What was the police officer doing when he saw the moose?

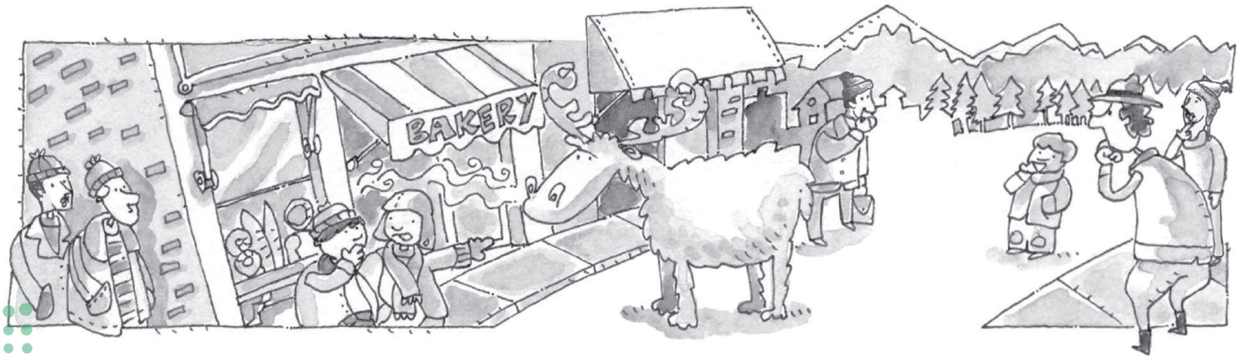
____

5. What was the police officer going to do when the moose stopped in front of his car?

____

6. What was the moose doing in front of the bakery?

____



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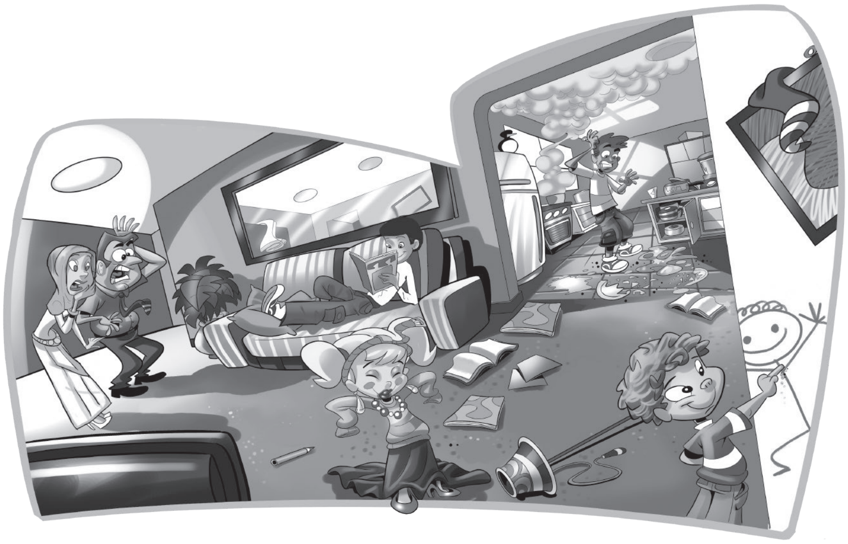
O Look at the picture and imagine what had been happening before Mr. and Mrs. Jones got home. Use the past perfect progressive tense.



1. *The children had been cooking.*
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

P Complete the sentences with the correct form of the verb in parentheses. Use the past progressive, past simple, past perfect or past perfect progressive tense.

1. The tourists ______________ (eat) their lunch when a thief ______________ (steal) their camera.
2. The ______________ (work) hard all morning when he ______________ (decide) to take a break.
3. The two men ______________ (sit) on a bench when a boy ______________ (ask) them the time.
4. Fatima ______________ (talk) on the phone while her mother ______________ (cook) lunch.
5. The boy ______________ (eat) an ice cream cone while his sister ______________ (make) a sandwich.
6. She ______________ (call) them on the phone all morning, but no one ______________ (answer) it.

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9 Beauty Is Only Skin Deep

A Unscramble the words.

e d x e t t r c a ___extracted___

1. d e p e r i g v l i ____________
2. e t r c d a ____________
3. n e l s e t e m ____________
4. p a n p i l e a g ____________
5. i r o g t n a t ____________
6. n o o s e s i s b ____________
7. i s c t y n t e h ____________
8. p p e o n r i c u ____________

B Write the words from exercise **A** next to the definitions below.

___elements___ **: chemical substances**

1. ____________ : a person who has special rights or benefits given to them
2. ____________ : something that moves around, usually in a circle; revolving
3. ____________ : something that is attractive
4. ____________ : a small animal that has stiff, sharp quills
5. ____________ : an idea or habit that controls the mind; a fixation
6. ____________ : taken out; removed
7. ____________ : artificial or man-made; not real
8. ____________ : followed back to its origin or starting point

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C Circle the correct words to complete the sentences.

Sara recently (complained that / discovered that) she is good at math. She had always thought the equations were too difficult, but now she understands them.

1. Last night I (dreamed that / found out that) all of my hair fell out. I was so relieved when I woke up!
2. Someday I (hope that / notice that) cosmetic companies will stop testing products on animals. It's unfair for animals to suffer.
3. Every mother (fears that / believes that) her children are beautiful. It's just human nature.
4. Hameed always (complains that / knows that) he is too short. He wants to play basketball.
5. Please try to (discover that / remember that) we have to pay for the water we use. You shouldn't take such long showers!
6. He always (knew that / forgot that) he would see better with prescription glasses, but he only recently got them.

D Match the sentences. Then combine them into one sentence, using a noun clause. More than one answer is possible.

We're fortunate that the lightning didn't hit our house.

1. ___c___ We're fortunate.	a. I didn't pass the class.
2. _______ I'm not afraid.	b. He won't be going to university in Saudi Arabia as he wanted.
3. _______ Her father is surprised.	c. The lightning didn't hit our house.
4. _______ I'm not sure.	d. I might be getting sick.
5. _______ Ahmed is disappointed.	e. It's such a warm day.
6. _______ I'm worried.	f. She didn't want a new fashionable watch.
7. _______ Bob's amazed.	g. There's no school today.
8. _______ They're aware.	h. I locked the door when I left.

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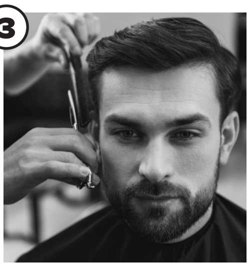
E Finish the sentences with your own ideas. Use a noun clause in each sentence.

1. I'm certain that ______________________________.
2. I hope that ______________________________.
3. It's a fact that ______________________________.
4. It's strange that ______________________________.
5. I'm disappointed that ______________________________.
6. We are afraid that ______________________________.
7. It's unlikely that ______________________________.
8. I'm surprised that ______________________________.
9. It's possible that ______________________________.

F Write a sentence about each picture. Use a noun clause in each.

1

2

3

4

5

6

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

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G Correct the errors in the sentences. If the sentence is correct, write *correct*.

I ~~am~~ forgot that I should use conditioner on my hair.

1. They're that fortunate they didn't get in an accident.
2. He glad that he finally got his hair cut.
3. Surprising that my sister didn't want to go shopping.
4. They complained the noise was too loud.
5. I was forgot that it was your graduation.
6. It is possible that he will live to be 100 years old.
7. We suspecting that we will hear from them today.
8. Scott glad the weekend is over.

H Complete the sentences with the phrases from the box.

beating around the bush	**by far**	**fit to be tied**
blew them away	**did a double take**	**on the house**

1. Andrew spent weeks researching and preparing the project. He really wanted to impress everyone at work, and he did. He really ______________________ with his presentation.
2. Wow! Is that Mark? He lost so much weight that I ______________________ when he walked in the room. I almost didn't recognize him.
3. She was invited to a make-up gathering last week. There was a saleslady there selling make-up, and she let everyone try on all the different products. It was so much fun, and she even gave everyone some lipstick ______________________. They had to buy other make-up, but even that had great prices.
4. When he saw Fahd last week, Adel got the feeling that he wanted to ask him something, but Fahd was ______________________ and not being direct. Adel finally asked him what was going on, and Fahd said he wanted help with his math lessons because he was failing.
5. Last week Ingrid bought a beautiful new dress to wear to her sister's wedding. She wanted to show it to her mother and sister, so she left it on the table and went to get them. When they came back, she screamed. There was her little brother with chocolate all over his hands, and all over her new dress! She was ______________________.
6. In my opinion, having a healthy diet is ______________________ the most important way to look and feel good. It is great for your skin and provides you with the energy you need.

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I READING

Read the article about anorexia and bulimia.

Anorexia and Bulimia

People are usually careful about what they eat and concerned about keeping fit. Everyone wants to stay healthy and feel good. Controlling your weight is an important part of keeping healthy, since being overweight increases the risk of high blood pressure, high cholesterol, and diabetes. However, an exaggerated preoccupation with weight control can lead to an eating disorder. An eating disorder is an abnormal relationship with food that can result in dieting compulsively or overeating. Two of the most serious eating disorders are anorexia nervosa and bulimia.

The symptoms of anorexia nervosa are severe food restriction and excessive weight loss due to body image distortion and an obsessive fear of gaining weight. People who have anorexia nervosa continue to voluntarily starve themselves and exercise excessively even after reaching below ideal weight, believing they are still much too fat. In some cases, anorexics, or people who suffer from anorexia nervosa, can actually starve to death. Bulimia, another serious eating disorder, often begins with a very strict diet that leaves the dieter feeling starved, depressed, and deprived. These dieters develop very strong cravings which lead them to eat enormous amounts of high-calorie foods. To prevent weight gain from these binges, the dieter induces vomiting.

Most eating disorder victims are young women aged twelve to thirty, although both men and women of all ages can be affected. There is no clear single cause for eating disorders, though current research attributes it to factors such as genetics or family history; psychological factors, such as a tendency towards depression or obsessive-compulsive behaviors; and social and environmental factors, such as Western society's concept of beauty and the media. In fact, people who are involved in professions that have a high social pressure to be thin have been found to be at higher risk for developing an eating disorder at some point during their career.

Throughout the years, there have been many famous people who have suffered from both anorexia nervosa and bulimia. Some women actually died from complications due to their eating disorders. Others were able to get help before their illnesses consumed them, and now speak out about their own battles to encourage people who suffer from similar afflictions to get help before it's too late. Since both anorexia nervosa and bulimia are considered psychiatric illnesses, people with eating disorders usually need professional help to overcome their distorted body perception and compulsive behaviors. Family therapy is often helpful if the victim is young.

Tick (✓) the eating disorder that each statement describes.	**anorexia**	**bulimia**	**anorexia and bulimia**
1. It is an eating disorder.	☐	☐	☑
2. People can't stop dieting and exercising.	☐	☐	☐
3. People sometimes eat enormous amounts of food.	☐	☐	☐
4. People always think they are too fat even when they are very thin.	☐	☐	☐
5. People make themselves vomit after they eat.	☐	☐	☐
6. People often develop this eating disorder after following a very strict diet.	☐	☐	☐
7. People usually need professional help to overcome the eating disorder.	☐	☐	☐

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J Combine the pairs of sentences and write new sentences using noun clauses as subjects and the words in the box.

likely	**unlikely**	**obvious**	**possible**	**disappointing**	**surprising**	**true**	**strange**

He thinks he's going to win the award. Others don't think he's got a chance.
It is unlikely (that) he's going to win the award.

1. He is not aware of the difficulty involved in this undertaking. Anyone can see that.
____
2. He is going to get his license immediately. There is a good chance.
____
3. They are not going to attend our presentation. I thought they would.
____
4. A new policy will be introduced. It is more than possible.
____
5. They have decided to accept the job offer and move to Canada. I never expected them to.
____
6. Most people do not watch what they eat. It is not a lie.
____
7. After years of research, he decided to give it all up and become a farmer. It is not the sort of thing one would do, is it?
____

K Complete the sentences with the appropriate word from the list. Make changes to the form when necessary.

feel	**find out**	**complain**	**suspect**	**discover**	**notice**

1. Did you ________________ that half of the class was absent today?
2. After having spent so much time and effort writing the book, he ________________ that someone else had already written a similar story.
3. Don't you ________________ that a lot of people tend to worry too much about their appearance?
4. Having interviewed hundreds of people and researched all his facts, he ________________ that the original version of the account was accurate.
5. I ________________ that their story was not completely true but had no way of proving it.
6. Reporters often ________________ that people do not appreciate the risks that they face.

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L Look at the picture and make a list of words under each heading below. Write sentences about the picture using ***amazed***, ***certain***, ***disappointed***, ***worried***, ***aware***, ***think***, ***remember***, and ***obvious***.

amazed	certain	disappointed	worried	aware	think	remember	obvious

1. ____

2. ____

3. ____

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M WRITING

Write a persuasive essay answering the question: ***Is it a good idea to watch what you eat?***

1. Before you write, think of reasons why it is or isn't a good idea to watch what you eat. Write the reasons in the chart below.

It's a good idea to watch what you eat because…	It's not a good idea to watch what you eat because…

2. Now use your notes from the chart to write your essay.

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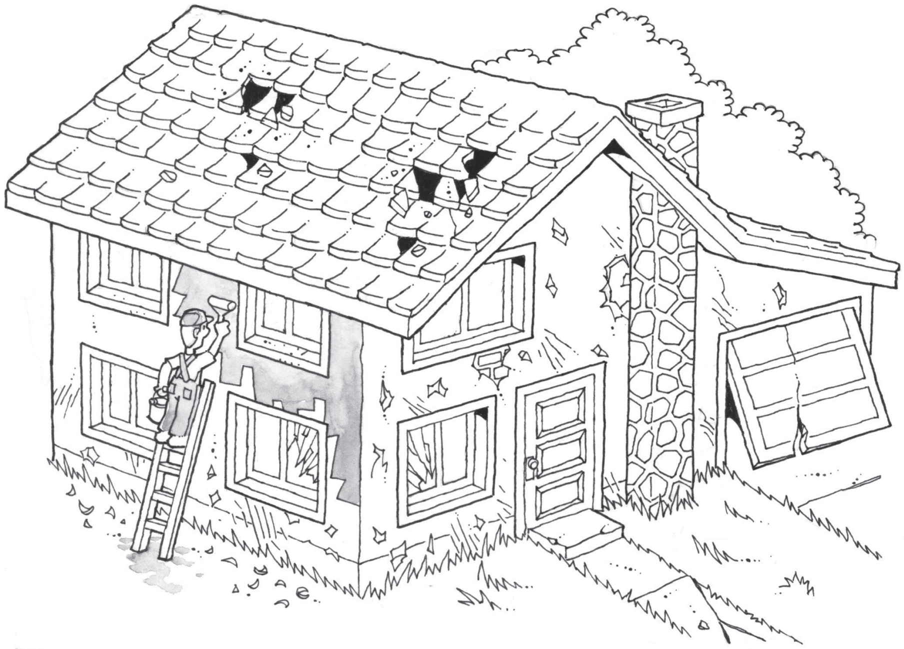
N Write the past participle for each verb.

1. break ____________
2. sew ____________
3. damage ____________
4. scratch ____________
5. stain ____________
6. tear ____________
7. repair ____________
8. paint ____________
9. clean ____________

O Read the extract from a popular TV show called *Extreme House Makeover*. Look at the picture and complete the conversation with your own ideas. Use ***get/have done*** and past participles from **N**.



Interviewer: Welcome to this week's episode of *Extreme House Makeover* when one lucky viewer will have their house transformed by a team of experts. Before we meet the professional tradesmen who will carry out the work, let's ask our host what they are planning for us today...

Host: We'll, first we're getting the outside of the house painted.

Interviewer: Why are you getting the house painted?

Host: The old paint is chipped ...

____

____

____

____

____

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9 Beauty Is Only Skin Deep

P Complete the sentences. Use a past participle of the verb in parentheses as an adjective.

1. A ________________________ vanity table won't sell as quickly as one which is in perfect condition. (damage)
2. The ________________________ TV has a very clear picture now. (repair)
3. Her ________________________ mirror is no good. (crack)
4. My mother really likes my ________________________ dress. (redesign)
5. Patrick has a ________________________ arm and can't play basketball. (break)
6. Our neighbor's newly ________________________ apartment is very beautiful. (decorate)
7. My father's new computer monitor has a ________________________ screen. He will return it to the store. (scratch)
8. Everyone talked about the ________________________ jacket he wore to the wedding. (tear)

Q Complete the sentences. Use a present participle of the verb in parentheses as an adjective.

1. Trying on new clothes and shoes for a wedding is ____________________ . (excite)
2. The gym class was ____________________. I went straight home and fell asleep on the sofa! (exhaust)
3. These shoes are too tight. My feet are ____________________. (ache)
4. The cosmetics industry across America is ____________________ as women become more and more interested in beauty. (grow)
5. The students found the talk about beauty in ancient Egypt very ____________________ .(interest)

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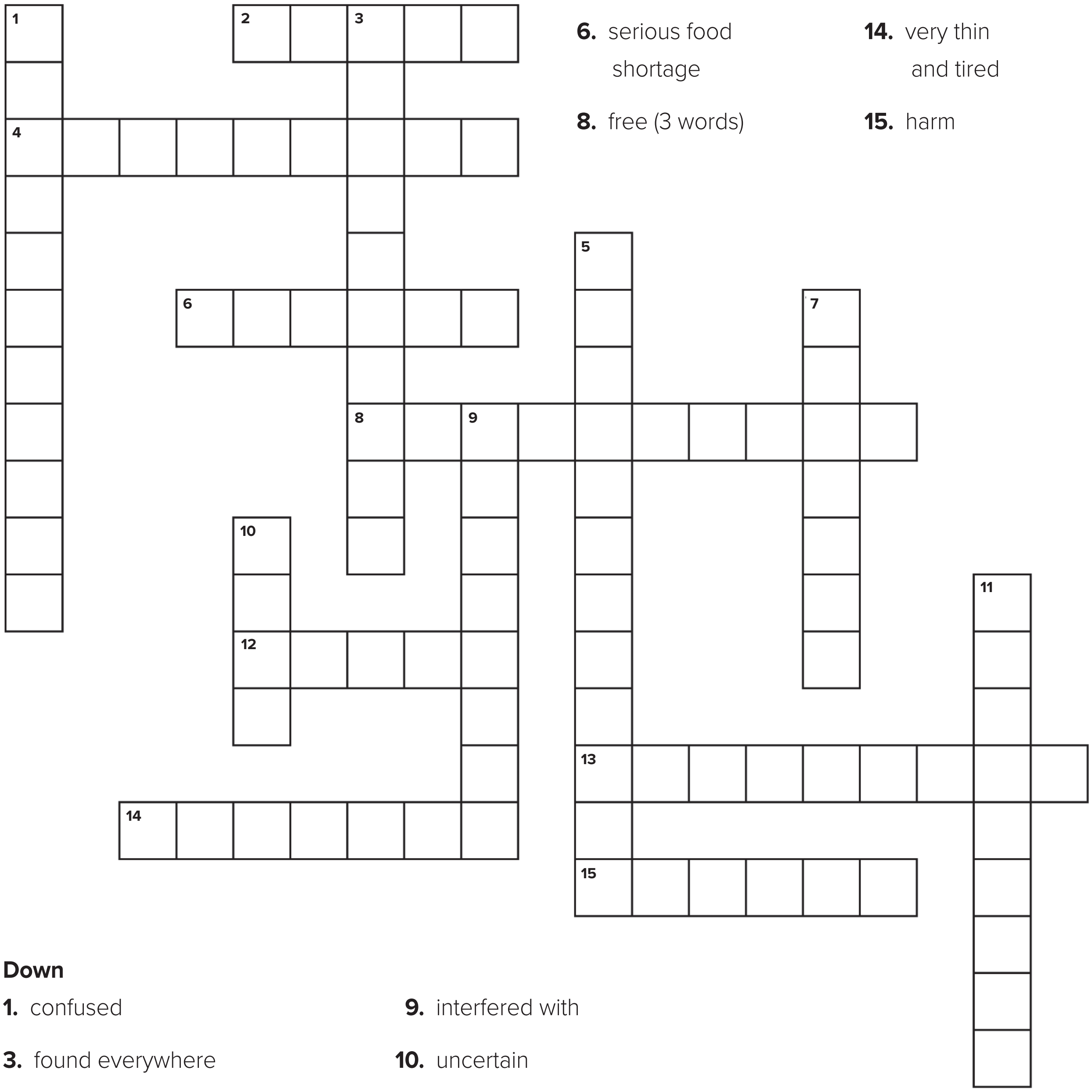
EXPANSION Units 7–9

A Complete the crossword puzzle.



Across

2. slightly overweight

4. very surprising

6. serious food shortage

8. free (3 words)

12. irresponsible person

13. very happy

14. very thin and tired

15. harm

Down

1. confused

3. found everywhere

5. forgetful; distracted

7. throw away

9. interfered with

10. uncertain

11. attractive

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EXPANSION Units 7–9

B Complete each sentence with a modal in the past + the verb in parentheses. For some items, more than one modal may be possible.

1. I didn't recognize Yahya. He _________________ (get) a haircut.
2. You look so tired today. You _________________ (sleep) longer.
3. She can't find her lipstick. She _________________ (leave) it at home.
4. Ali looks haggard. He _________________ (be) sick.
5. I'm having a hard time paying attention in class today. I _________________ (stay) up so late last night.
6. Mariam has lost so much weight recently. She _________________ (develop) an eating disorder.
7. We _________________ (be) in class, but our teacher was sick so they canceled the class.
8. They didn't show up for the meeting this morning. They _________________ (think) it was next week.
9. I have never seen the clothes my friend is wearing. My friend _________________ (go) shopping last weekend.

C Match each sentence below with a sentence from the box. Then use these ideas to write one sentence with ***so...that*** or ***such...that***.

He is a helpful person.	**It was an icy day.**	**Adel has been sick.**	**I was lost.**
I did poorly on the test.	**It was a funny film.**	**They were late.**	**It was a big mistake.**

I had to do extra credit to pass the class.

I did so poorly on the test that I had to do extra credit to pass the class.

1. I had to stop and ask for directions.

____

2. I slipped and fell outside my house.

____

3. They called us to say we should start without them.

____

4. He did all the dishes after we ate.

____

5. He hasn't been to school in a week.

____

6. He sent a note to apologize for it.

____

7. I laughed the whole time.

____

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EXPANSION Units 7–9

D Rewrite the sentences, reducing the adverb clauses to participle phrases.

While I was giving my presentation, I was very nervous.

While giving my presentation, I was very nervous.

1. After he fell down, he was embarrassed.
2. Since she forgot the last meeting, she started using a calendar with email reminders.
3. After I lost my keys, I had to get new ones made.
4. He had had a perfect driving record before he got in the car accident.
5. While I was cleaning my room, I knocked over my fish tank.
6. She never studied until she failed the first test.
7. Before he went to the conference, he practiced his speech many times.
8. He has started saving money since he got a job.

E Answer the questions about yourself. Use a noun clause in your response.

1. What's something you'll always remember?
2. What's something that you're afraid will happen?
3. What's something you hope will happen?
4. What's something you're sure of?
5. What's something you expect to happen tomorrow?
6. What's something you have dreamed more than once?
7. What's something that disappointed you recently?
8. What's something you learned at school recently?

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EXPANSION Units 7–9

F Read the text and complete each paragraph with the appropriate opening statement. Then answer the questions.

a. As it happened, Tim's older brother was a compatible donor, and the two brothers were wheeled into surgery together.

b. After falling down and hurting his leg, Tim was taken to hospital for a check-up.

c. Having called his parents, the medical team questioned Tim about his eating habits, the sports he did, and his lifestyle.

d. Within a couple of hours, a seemingly healthy young man, who had not manifested any symptoms, was in hospital undergoing major surgery.

e. By the time his parents arrived, Tim had been sedated and prepared for surgery.

f. The tests indicated that Tim had a serious kidney problem and needed immediate transplant.

(1) ______________________________ The doctor who examined him looked at the X-rays and found out that his leg had been fractured in three different places.

(2) ______________________________ Tim was a bit puzzled about all this but thought it was part of the routine. He answered all the questions carefully and truthfully until his vision became blurred and he started stammering. He was immediately taken for a head scan, where the doctors were amazed to find out that he had also sustained a minor skull fracture.

(3) ______________________________ However, the attending doctor ordered more tests. He seemed concerned but would not divulge more details about his suspicions or fears. When the tests came back, he disappeared in an examination room to study them and then called the parents in.

(4) ______________________________ Kidney malfunction had depleted the calcium in his body and made his bones brittle. Unfortunately, finding a suitable donor would be difficult as Tim's blood type was rather rare. His parents both offered to be donors, but neither of them were compatible.

(5) ______________________________ His fractured leg accidentally led doctors to diagnose a life-threatening condition that would have gone unnoticed.

(6) ______________________________ The operation was successful and Tim is now back in school, leading a normal life. His parents are still trying to come to terms with the fact that their younger son would probably not be alive if he had not broken his leg.

1. Explain how the coincidence saved Tim's life.

____

____

2. What might have happened if his older brother had not been a compatible donor?

____

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EXPANSION Units 7–9

G Look at the picture and describe the building on the left. Imagine what the architect wanted to achieve with this design. Make notes under each heading in the box below. Write sentences about the picture using the words you listed.

Construction materials	Structure and shape	Comfort and use

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

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EXPANSION Units 7–9

H WRITING

Write an informational essay about a medical condition or disease (for example, cancer, diabetes, or heart disease).

1. Before you write, research the disease to answer the following questions: What is the disease? What causes it? What are the symptoms? How is the disease treated? Use the chart below to record information and organize your ideas.

Disease: ______________		
Definition		
Causes		
Symptoms		
Example cases		
Treatment		

2. Now use your notes from the chart to write your essay.

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10 They Said, We Said

A Complete the sentences with the words from the box.

brilliant	**criticism**	**ridicule**	**scandal**
circulated	**praise**	**rumor**	**virtues**

1. I heard a ______________________ that you are moving away. Is it true?

2. My mother always gives me a lot of ______________________ . She tells me I'm smart and that I'm going to be successful.

3. The news about the merger between the two companies ______________________ fast. By lunchtime, everyone knew!

4. They don't like working with Jamal. He always gives a lot of ______________________ and points out all of their mistakes, but never notices what they do well.

5. Layla has a lot of ______________________ . She's honest, hardworking, kind, and trustworthy.

6. Hussain is one of the most ______________________ students. He got into every university he applied to, including Oxford University!

7. When I was in elementary school, I was the subject of ______________________ from my older brothers. They would make fun of me and tell me I was too skinny.

8. There was a big ______________________ at the company last year. One of the employees was giving inside information to competitors. He was caught and handed over to the authorities.

B Answer the questions.

1. Who is the most brilliant person you know? What makes him or her brilliant?

____

2. What are some of your virtues?

____

3. Who is someone that praises you a lot? Who is someone that criticizes you a lot?

____

4. Do you think it's bad when people spread rumors about other people? Why or why not?

____

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C Some of the sentences below are quoted speech and some are reported speech. Add a capital letter, a comma, and quotation marks when needed. If no change is needed, write *no change*.

Eric said that Intertrade and Blumstocks have merged into one company. _no change_

She said please be on time. _She said, "Please be on time."_

1. My sister said Asma called the department store last week. ______
2. Pamela said Jessica was reading a book in her room. ______
3. Pamela said Jessica is planning a big dinner for her parents. ______
4. He said Ali's not going to finish his research paper this term. ______
5. They said you weren't going to the library on Thursday. ______
6. He said he's the cleverest student I have ever known. ______
7. My father said don't be home late. ______
8. The newspaper said that the doctors were helping more babies survive the disease. ______

D Circle the correct verbs to complete the sentences.

She (said / told) she (heard / had heard) a rumor about Susan.

1. He (said / asked) they (had been working on the project / were working on the project) for a year.
2. They (say / tell) you (are / were) part of the team.
3. They (said / asked) whether you (were / are) coming.
4. The teacher (said / told) us (to wear / wear) our uniforms to school today.
5. She (said / told) she (is going / was going) shopping today.
6. They (asked / told) if she (is / was) hungry.
7. They (said / asked) that the whole family (was going to / is going to) Makkah this year.
8. The paper (told / said) that the company (merged / had merged) last year.
9. Ahmed (said / asked) whether anyone (got / had gotten) hurt.
10. She (asked / said) she (had never heard / has never heard) of it before.
11. The doctor (said / told) her not (to go / went) to school until she was healthy.
12. He (asks / says) he (is / was) the person in charge today.

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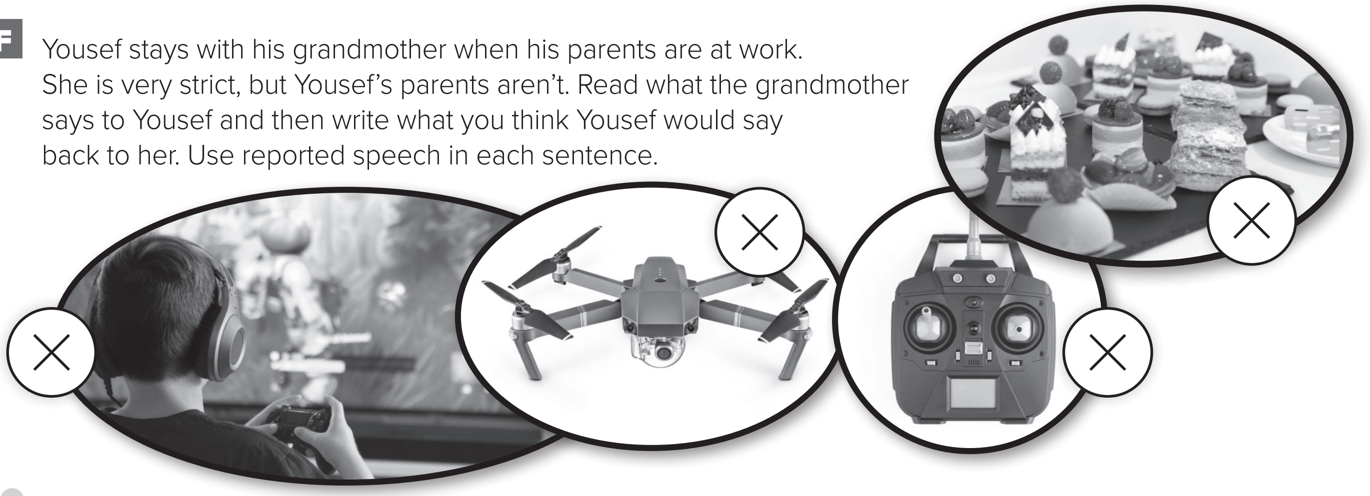
E Change the quoted speech to reported speech.

She said, "The refrigerator broke down."

She said that the refrigerator had broken down.

1. Majid said, "I'm trying out for the football team this year."
____
2. My father said, "Don't forget to do your homework."
____
3. The teacher said, "The test will be on Sunday."
____
4. Amy is saying, "Jennifer is conceited."
____
5. My sister asked, "Are you joking?"
____
6. The coach said, "Be on time to practice tonight."
____
7. Dr. Thomas says, "He's a healthy baby."
____
8. My brother asked, "Is Tom married?"
____

F Yousef stays with his grandmother when his parents are at work. She is very strict, but Yousef's parents aren't. Read what the grandmother says to Yousef and then write what you think Yousef would say back to her. Use reported speech in each sentence.



"Clean up your toys." *My parents told me I didn't have to clean them up.*

1. "You aren't allowed to play any video games." ______________________________
2. "You can't have any sugary foods." ______________________________
3. "You can't watch any more TV." ______________________________
4. "It's 8:00. It's time for bed." ______________________________
5. "Take a shower before going to bed." ______________________________
6. "You can only read one book before bedtime." ______________________________

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G Correct the errors in the sentences.

My father said he ~~is~~ *was* looking for a new job.

1. My father asked I had done my homework..
2. She said her sister couldn't went with her.
3. My friend told me not forget to call later.
4. She said if they were going to travel anymore.
5. The papers said they gotten a court order to stop producing the controversial medicine.
6. The teacher said that I doesn't have to do it.
7. My parents told to go straight home after school.
8. He says telling the truth was important.

H Complete the sentences with the words and phrases from the box.

for good	**set things right**	**backstabbers**	**lips are sealed**
split up	**bad-mouthing**	**behind your back**	**on again, off again**

1. Saeed and his business partner ____________________ after an argument about working conditions in the office.
2. Don't be fooled by some people's friendly manner. They can be ____________________ when they feel threatened. Just watch your step!
3. She thought Norah and Aisha were friends. Then she heard Norah ____________________ Aisha yesterday afternoon; saying she was selfish and inconsiderate.
4. On the other hand, Aisha would never have talked ____________________ Norah's ____________________. She would have told her how she felt.
5. I can stand these ____________________ friendships. You are either close friends with someone or you're not; you can't be friends one day and then change your mind the next day.
6. Our neighbors have moved away ____________________. They said they would be happier living near their children and grandchildren.
7. Your secret is safe with me, don't worry. My ____________________!
8. If you argue with a friend, you shouldn't just end the friendship. You should find an opportunity to talk about things and ____________________.

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I READING

Read the newspaper editorial. Then answer ***true*** or ***false***.

Letter to the Editor

Daniel Waterman gives his opinion about tabloid newspapers.

Dear Editor,

I enjoyed reading the article you featured last week about tabloid newspapers. I firmly believe tabloid newspapers these days go too far. One of the things people hold most dear is their privacy. The right to keep what only concerns you to yourself is fundamental. The rest of the world has no right to know things, such as who your friends are, how much money you make and how you spend it, what you do in your free time, or who you had an argument with.

Tabloids print stories like these about celebrities all the time. Do we have the right to know these things about them? Should celebrities' lives be completely exposed just because they are famous? Is it somehow OK because tabloids can make a lot of money selling these stories? The answer is a definitive *no*. How would you feel if a picture of you and a friend having an argument was taken without your consent and then printed for the whole world to see and judge your actions? I doubt you would enjoy that very much. You might even think about suing the paper. I believe that's what celebrities should do—sue tabloids that invade their privacy.

Ruling on these cases is no easy task, though. The problem is knowing when someone's privacy is being invaded and when it isn't, especially when some celebrities seem to chase publicity, not avoid it. One way of making that decision is to think in terms of what readers have the right to know. I have the right to know what directly affects me and the community I live in. I don't need to know, nor do I have the right to know, where some people traveled or which person has an eating disorder. That's none of my business.

It's not that I think tabloids should stop being published altogether, but some changes must be made. What I do think needs to be done is two-fold: First, tabloid publishers and editors need to take responsibility for what they sell. They should make sure that what they print is, in fact, true and that it really concerns their readers, or be prepared to suffer the consequences. Second, I truly believe that we, the public, need to be more discriminating. We must stop buying tabloid trash out of respect for our fellow human beings' right to privacy.

1. ________ Daniel believes people don't care much about their privacy.

2. ________ Ruling on when someone's privacy has been invaded is easy to do.

3. ________ Not all celebrities have the same attitude towards publicity.

4. ________ Daniel thinks he doesn't have the right to know what is happening in his community.

5. ________ Daniel thinks the public as a whole should be more discerning.

6. ________ Daniel thinks tabloids should no longer be published.

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J Report what each person says in the conversation. Use ***say***, ***ask***, ***promise***, ***warn***, ***suggest***, and ***wonder*** as reporting verbs.

Adel: Do you believe that people don't mind being followed all the time?

Imad: Well, I'm not sure about celebrities; they like having their name in the paper.

Adel: Do you think they enjoy being pursued by reporters and photographers?

Imad: I wouldn't say that they enjoy it or even that they want it all the time, but they like publicity.

Adel: OK, that's true. They do want the publicity, but they can't possibly want their privacy to be invaded all the time.

Imad: Well, is it invaded all the time?

Adel: I'm not sure, but it looks as if it is. Why don't we check news items about celebrities over the last week or so and decide?

Imad: That's a good idea. I hadn't thought of that. But I'd like to warn you that once I start reading articles and things I can't stop. I'll probably want to keep on reading and checking other sources and so on.

Adel Be my guest! I promise not to stop you. The more information we have the better.

Imad: Why? Are we going to use this?

Adel: What do you think? If we're going to research this, we might as well use it for our presentation.

Imad: Is that a good idea? Do you think our teacher would agree?

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K Look at the picture and imagine what each person could be saying. Write words and phrases under each heading below. Then write sentences to report what each person is saying using the verbs: ***say***, ***ask***, ***promise***, and ***warn***.

say	ask	promise	warn

1. ____

2. ____

3. ____

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L WRITING

The word *paparazzi* is the plural form of *paparazzo*, which in Italian means “a buzzing insect.” Today it refers to reporters and photographers, especially freelance professionals, who search for sensational stories and take candid (and often unflattering) photographs of celebrities and sell them to magazines and newspapers.

Do you think it should be illegal for the paparazzi to follow celebrities? Or do you think the paparazzi have every right to follow celebrities for a story? Write a persuasive essay defending your position.

1. Before you write, organize your ideas in the chart below. For each main point you make in your essay, be sure to include at least one example.

Main Idea	Example

2. Now use your notes from the chart to write your essay. Try to convince the reader that your view is correct.

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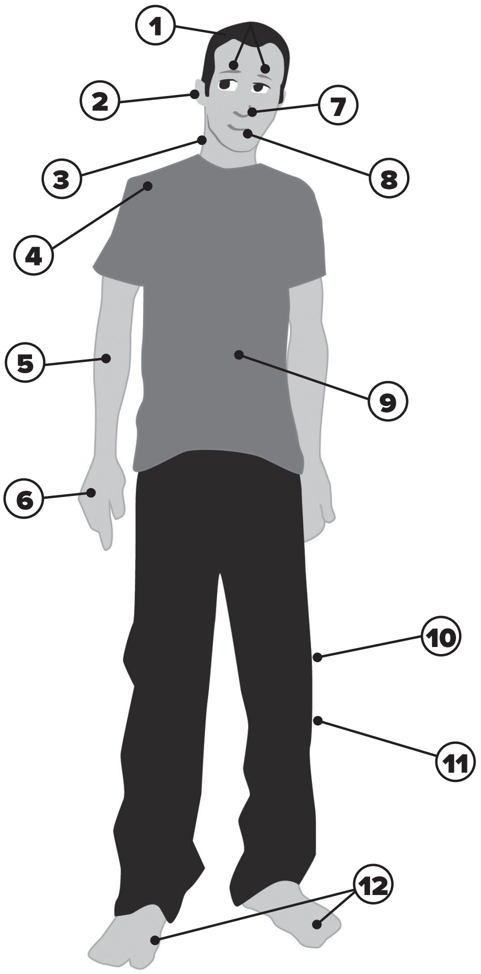
M Write the names of the body parts.



1. ______________________

2. ______________________

3. ______________________

4. ______________________

5. ______________________

6. ______________________

7. ______________________

8. ______________________

9. ______________________

10. ______________________

11. ______________________

12. ______________________

N Read what these people said. Answer the questions with your advice. Use ***must, should, ought to,*** and ***had better***.

I have a sore throat, and my friend wants to talk to me on the phone. What should I do?

You shouldn't talk to your friend on the phone now.

1. *My sister has a toothache. Her tooth hurts a lot, and she can't sleep. What should she do?*

____

2. *I have a stomachache, and I have to meet my uncle at a restaurant. What should I do?*

____

3. *I didn't study for tomorrow's history test. It's late now, and I feel sleepy. What should I do?*

____

4. *Amal told me that Fatima is spreading rumors about me. Now I feel hurt, and I don't want to go to school. What should I do?*

____

5. *Ali and his brother have the flu, but their football match is this afternoon. What should they do?*

____

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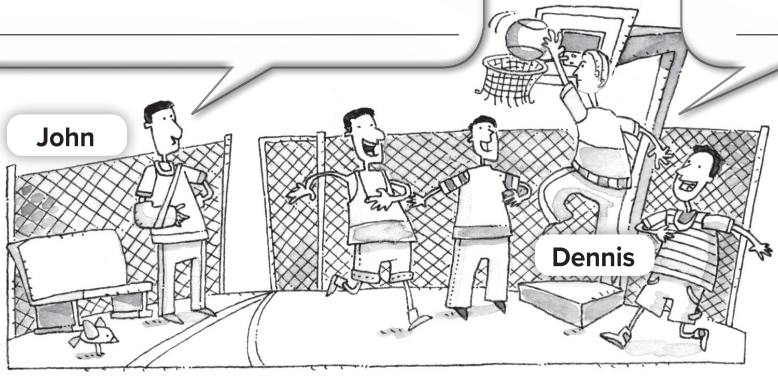
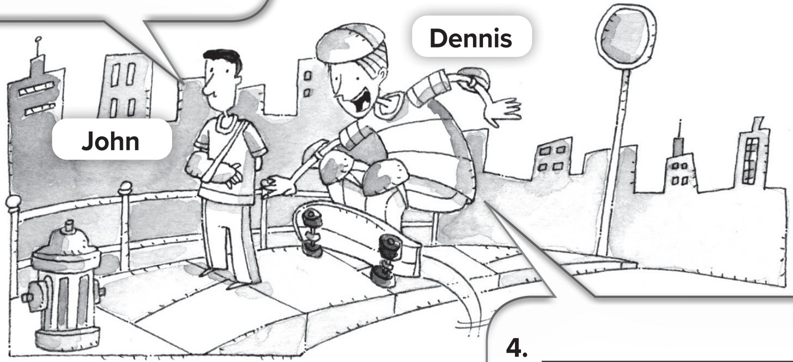
What do John and Dennis say they can or can't do? Complete the speech bubbles and use ***can*** or ***can't***.

1. ____
____

2. ____
____

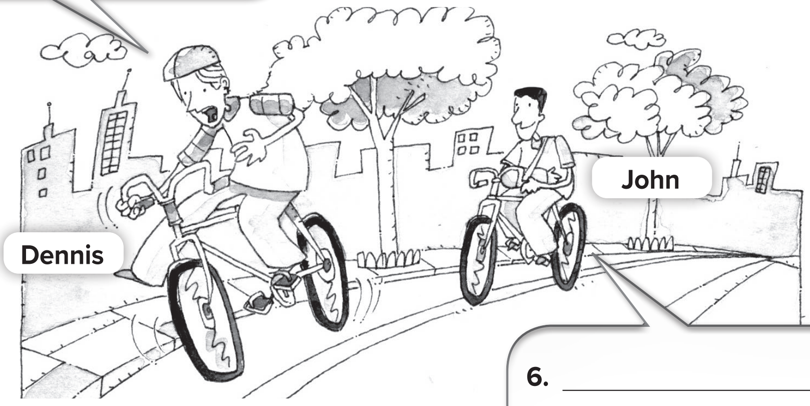


3. ____
____



4. ____
____

5. ____
____



6. ____
____

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11 Express Yourself

A Complete the sentences with the words from the box.

acquire	**currently**	**immense**	**routinely**
consecutive	**extinct**	**rhyme**	**solitary**

1. There are many tribal languages that are becoming ____________________ because the members are dying out, or not speaking it to their children.
2. China is such an ____________________ country that there are 56 different cultures living in it.
3. Many poems in English have words that ____________________ at the end of each line. For example, *light* and *tonight* or *same* and *came*.
4. I ____________________ practice my vocabulary words by looking at flashcards. This way, when it's time for a vocabulary quiz, I know the words already.
5. You are ____________________ studying English from *MegaGoal 3*. After you finish this book, your English will be great!
6. I don't like the week of final exams because we have to take so many ____________________ tests. It would be better if we could have days off between the tests.
7. The ____________________ reason I decided to study French is that I have always wanted to go to Paris. If it weren't for that, I would probably have studied Spanish because it's more widespread in the world.
8. It took me a lot longer to ____________________ Chinese than it did for me to learn English. I think it's because Chinese is so different from my first language.

B Answer the questions.

1. How many classes are you currently taking?

____

2. What's one thing you do routinely to help you learn English?

____

3. Can words in your first language have two consecutive doubled letters? Three? Give an example.

____

4. Where can you find English in your country?

____

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C Complete the sentences with ***who***, ***that***, or ***which***. More than one answer is possible for each sentence.

A fish is an animal ___that / which___ **lives in the ocean.**

1. The person ______________ used to teach me is over there.
2. Mercury is the planet ______________ is closest to the sun.
3. The librarian ______________ organized the book club works in the afternoon.
4. The chicken ______________ we ate may have been old.
5. Surfing is a sport ______________ requires good balance.
6. A fax machine is a tool ______________ we use to send information.
7. An architect is a person ______________ designs buildings.
8. The man ______________ won the prize is rich now.

D Complete the sentences by writing all of the possible relative pronouns that could be used: ***who***, ***whom***, ***that***, ***which***, or **Ø** (for no relative pronoun). Then tick (✓) the box to show whether the relative pronoun is acting as a subject or an object.

	Subject	Object
The man ___who / whom / that / Ø___ **I sat next to on the airplane was very nice.**	☐	☑
1. English is a language ______________ requires a lot of practice.	☐	☐
2. English is the language ______________ we are studying right now.	☐	☐
3. The man ______________ is giving the speech is over there.	☐	☐
4. Flexibility training is a sport ______________ involves stretching.	☐	☐
5. My grandfather is the person ______________ I most admire.	☐	☐
6. The French fries ______________ I ate made me thirsty.	☐	☐
7. A mechanic is a person ______________ fixes cars.	☐	☐
8. The substitute teacher ______________ we had in class yesterday was funny.	☐	☐

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E Combine the two sentences. Use the second sentence as an adjective clause.

A pilot is a person. He flies airplanes.

A pilot is a person who flies airplanes.

1. The pill made me sick. I took it.
2. The soup was too salty. I had it for lunch.
3. A bird is an animal. It can fly.
4. The man is my father. He is wearing a shemagh.
5. Where can I find a store? It sells clothes.
6. The doctor was nice. I met the doctor in the hospital.
7. Abdul Aziz bought the book. He wanted it.
8. My father helped me succeed in my studies. He gave me some good advice and support.
9. I have a class. It begins at 1:00 P.M.
10. A chef is a person. He cooks in a restaurant.

F Write a definition for each of the people and things below. Use an adjective clause in each.

a pen: *A pen is a tool that we use to write.*

1. an adjective: ______
2. a television: ______
3. a snake: ______
4. coffee: ______
5. a teacher: ______
6. a mother: ______
7. Arabic: ______
8. the sun: ______

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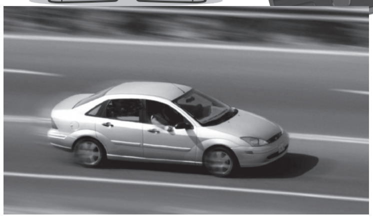

G Imagine that you met a caveman who doesn't understand the modern world. It's your job to explain what everything is and who everybody is. Write sentences using adjective clauses to explain your world.

A computer is a machine we use to write. ______________________________ .

1. ______________________________ .

2. ______________________________ .

3. ______________________________ .

4. ______________________________ .

5. ______________________________ .

H Complete the conversation with words and phrases from the box.

bite	**deal with**	**elbow our way**	**jam packed**	**munchies**	**ridiculously**

Karl: Are you going to the football game on Saturday?

Fahd: Yeah, I am. Are you?

Karl: Yes, we should meet up there.

Fahd: I'd really like to do that, but it's going to be **(1)** ______________________ with people. Everyone's going! I don't know how we'll ever find each other!

Karl: That's true. Well, maybe we should drive there together. Then when we get there, we can **(2)** ______________________ to good seats at the front.

Fahd: To be honest, I'm not sure I want to **(3)** ______________________ trying to get seats at the front. It sounds exhausting.

Karl: Well, maybe we should just meet up afterwards to get a **(4)** ______________________ . Quick and Tasty Burger is just down the street, and I'm always **(5)** ______________________ hungry after a game.

Fahd: That's a great idea. I will definitely be up for some **(6)** ______________________, too.

Karl: Well, that sounds good. Why don't we just meet up at Quick and Tasty after the game?

Fahd: Great! See you then!

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I READING

Read the article. Then choose the correct answers below.

English as a *Lingua Franca*

Many people believe the world is in need of a *lingua franca*, or a language which people can use to communicate around the world. In recent years, English has rapidly taken on this role, as it has become one of the most widely spoken languages in the world. Over 300 million people speak English as their native language. There are at least 300 million more who use English as their second or third language and another 100 million who have learned it as a foreign language.

English is listed as the official or co-official language in over 45 countries. It is also spoken extensively in other countries where it has no official status. The countries where the majority of people speak English as a native language are Antigua, Australia, the Bahamas, Barbados, Belize, Bermuda, Canada, Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, St. Christopher and Nevis, St. Lucia, St. Vincent, South Africa, Trinidad and Tobago, the United Kingdom, and the United States.

Interestingly, despite the fact that the United States has one of the largest English-speaking populations in the world, it doesn't have English as its official language. In fact, there has been a heated debate over this issue. Whereas many people think that the United States should have an official language which unites its people, many oppose the idea, arguing that having one official language would go against the First Amendment of the American Constitution which guarantees freedom of speech.

English is recognized worldwide as the international language of communication. People in China, for example, study English not only to communicate with people living in English-speaking countries, but also to be able to talk to speakers of other languages, such as Portuguese, Spanish, Korean, etc., and vice versa.

English is also the language of science, aviation, computing, diplomacy, and tourism. A pilot from anywhere in the world must be able to speak English in order to communicate with international control towers. Additionally, any computer professional must at least be able to understand written English to operate any kind of computer hardware and software.

Over the last fifty years, the English language has indeed become the world's *lingua franca*, or in other words, the language that is accepted by the world population as its international vehicle for communication.

1. *A lingua franca* is ________ .

a. a language **b.** a country **c.** a culture

2. According to the article, there are more than ________ million people worldwide that speak English.

a. 100 **b.** 300 **c.** 700

3. English is not an official language in ________ .

a. the United Kingdom **b.** New Zealand **c.** the United States

4. According to the article, if you were a Korean computer programmer and never planned to work outside of Korea, you would have to do ________ of your work in English.

a. none **b.** some **c.** all

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J Explain what each of the following people / objects / things are and/or what they do.

A dictionary is a *book with words and their explanations in the same or a different language.*

1. A text message is ______________________________.
2. A cell phone is ______________________________.
3. A designer is ______________________________.
4. A referee is ______________________________.
5. A cosmetics brand is ______________________________.
6. A coincidence is ______________________________.
7. A librarian is ______________________________.

K Answer the questions.

1. Which countries use Arabic as their official language?

____

____

2. Are there different varieties of Arabic?

____

____

3. Are there many differences between spoken (colloquial) and written Arabic? Can you think of examples to explain what some of the differences are?

____

____

4. Do you think there are topics, feelings, or ideas that can be expressed more easily/effectively in Arabic rather than English? Please provide examples.

____

____

5. If someone wanted to study Arabic, what would you advise them to begin with? Spoken or written Arabic? Why?

____

____

6. What difficulties do you think an English speaker would have as a learner of Arabic?

____

____

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L Look at the pictures and make a list of words that describe each picture. Write sentences about the pictures using relative pronouns such as ***who***, ***that***, and ***which***.

Person/Job	Actions (verbs)	Nouns

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

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M WRITING

Write an informational essay about the origins and use of your native language.

1. Before you write, research the language to answer the following questions: Where was the language first spoken? Where is it spoken now? How many people around the world speak it? Is this number increasing or decreasing? Why? Are there any dialects? How are they different from the dialect you speak? Use the chart below to record information and organize your ideas.

Language: ______________	
Origin / Roots	
Where is it spoken?	
How many people speak it?	
Is the number of people who speak it increasing or decreasing? Why?	
Are there any dialects?	

2. Now use your notes from the chart to write your essay.

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N Read the extract about Machine Translation technology (MT). Make some predictions of your own based on the information. Use ***future progressive, will*** or ***going to*** in your answers.

The speech recognition application 'Skype Translator,' is a piece of compatible software which is able to translate video conversations into 70 different languages in real time! This technology heralds a new era of international communication and makes the need to learn the lingua franca— or the common international language— a thing of the past. By the end of this year, our prediction is that everyone across the globe will no longer be learning foreign languages; they will be using MT (Machine Translation) instead.

Apart from speech recognition software, another cutting edge piece of software up for grabs is the visual translation app. This is an application which enables you to see the world in your own language—literally! By downloading the app to your smartphone, you simply point the camera at the printed text you want translated into your own language, such as a menu, and the video camera will instantly translate it! It's true that such a translation can be unreliable and sometimes a bit strange, but in as little as two years, we predict that the visual translation app will have been picked up by computer giants, developed and merged with wearable technology. If this happens, everyone will soon be able to purchase affordable eyewear that will be able to instantly and effectively translate whatever it is that you are looking at.

With such translation technology just around the corner, can you imagine the possibilities that exist for the future? Language learning, education, work and travel will be completely revolutionized ...

Machine Translation technology will enable everyone to communicate with each other without having to know another foreign language.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

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O Read each group of words and phrases connected with vacations. Which word or phrase does not belong?

1. amazing spectacular terrible magnificent wonderful
2. rainforest beach desert airport coral reef
3. exotic explore trek travel experience visit
4. destination currency check-in ticket flight plants

P Read the conversations. Write sentences using wish and conditional sentences with ***if***-clauses.

1.
Adnan: Will you go with me on the trekking holiday?
Gary: I can't, Adnan. My grandparents are going to Dubai and they asked me to go with them. They are not used to big airports and they can't speak Arabic.

If my grandparents ______________________________.
I wish ______________________________.
If only ______________________________.

2.
Nawal: Will you buy a new cell phone?
Laila: I don't have the cash right now.

If only ______________________________.
If ______________________________.
I wish ______________________________.

3.
Henry: Will Ahmed and Mahmoud go on the trip with us?
Roy: No, they can't. Ahmed has an English test next Sunday.

If only Ahmed ______________________________
If he ______________________________
They wish ______________________________

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12 Lost and Found

A Write the missing letters.

r ___e___ **v** ___e___ ___n___ **g e**

1. s u ______ ______ e ______ d e ______
2. a u ______ h ______ n ______ i ______
3. ______ o ______ o ______ i o u ______
4. p r ______ ______ e ______ v e
5. t ______ e ______ s ______ r e
6. t ______ e ______ r ______
7. a ______ t ______ m p ______
8. ______ n ______ a l ______ a b ______ e

B Write the words from exercise **A** next to their definitions.

___authentic___ **: real; genuine**

1. ______________________ : priceless; very useful and precious
2. ______________________ : give in; give up
3. ______________________ : try to do something
4. ______________________ : hypothesis; speculation
5. ______________________ : punishment for a wrong done
6. ______________________ : infamous; known for a negative reason
7. ______________________ : money; riches; something valuable
8. ______________________ : keep in good condition

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C Complete the sentences with ***where*** or ***when***. Then rewrite the sentence an alternate way using ***which*** or ***that***.

Winter is the season when **it snows.**

Winter is the season in which it snows.

1. School is a place ______________ we learn.

____

2. Dusk is the time of day ______________ the sun sets.

____

3. My bedroom is the one place in our house ______________ I can be alone.

____

4. The restaurant ______________ we had dinner last night was wonderful.

____

5. Morning is the time of day ______________ we wake up.

____

6. Fall is the time of year ______________ we rake leaves.

____

7. Cities are places ______________ many people live and work.

____

D Combine the two sentences. Use the second sentence as an adjective clause. Then write the sentence an alternate way.

A library is a place. You can borrow books there.

A library is a place where you can borrow books.

A library is a place that you can borrow books from.

1. Summer is the time of year. It's hot then.

____

____

2. Childhood is a time in a person's life. It is easy to make friends at this time.

____

____

3. The city was crowded. We spent our vacation there.

____

____

4. Germany is a country in Europe. They speak German there.

____

____

5. Dinner is a time of day. Our whole family gets together to talk.

____

____

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E Combine the two sentences with ***whose***. Use the second sentence as an adjective clause.

Thomas is a boy. His experiment won first place at the Science Fair.

Thomas is the boy whose experiment won first place at the Science Fair.

1. The family moved to Abha. We bought their house.

____

2. The girl was disappointed. Her cell phone was stolen.

____

3. Ahmed is my cousin. His brother is a pilot.

____

4. The people were crazy to sell them. We bought their tickets.

____

5. Gandhi is the person. His work and life are most interesting to me.

____

6. My mother is the person. I love her cooking the most.

____

7. Bill is the guy. His father won the prize.

____

F Correct the errors in each sentence. If the sentence is correct, write *correct*.

The Louvre is the museum ~~in where~~ *where* the *Mona Lisa* is displayed.

1. The person whose giving the next presentation is me!
2. Evening is the time of day which we eat dinner at.
3. I was very surprised when I heard the news.
4. The auditorium the Holy Qur'an Verses were recited was very nice.
5. The girl who's essay won the contest was very excited.
6. Summer is the time of year where we get vacation.
7. The person whose phone number she always forgets is Sabah.
8. Facebook is a social networking platform who's enables millions of people to connect.

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G Write a sentence about each picture. Use an adjective clause with ***where***, ***when***, or ***whose*** in each sentence.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

H Complete the sentences with the words and phrases from the box.

bent out of shape	**eating**	**vanished into thin air**
down in the dumps	**hit the roof**	**what a shame**

Fatima: Where's Tara?

Maya: She went for a walk. She's all (**1**) ______________ because she can't find her cell phone. She's really upset about it.

Fatima: Oh, (**2**) ______________! That would make me mad, too! Did she retrace her steps? She should really look everywhere she can think of.

Maya: She was looking for over an hour, and she couldn't find it anywhere. It's like it (**3**) ______________. We can't think of anywhere else to look.

Fatima: That's so disappointing! She must be feeling (**4**) ______________.

Maya: It's just (**5**) ______________ at her. She feels like she should remember where it is, but just can't find it. It's really irritating her.

Fatima: Well, that's too bad. And her parents are probably going to (**6**) ______________ when she asks them to buy her a new one.

Maya: That's true! That'll probably make her feel even worse!

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I READING

Read the article from a travel magazine. Then answer ***true*** or ***false***.

The Mysterious Explosion at Tunguska

In the early morning of June 30, 1908, an extremely bright object zoomed through the atmosphere above Siberia. Passengers on a train saw the flaming object—like a tower of fire—fly above them at an incredible speed. It was possibly flying at about one and a half kilometers per second, and it caused a sonic boom that shook the train, the tracks, and everything in the nearby surroundings.

Almost 565 kilometers to the north, people felt the ground shake violently as they saw what appeared to be the sun flying across the sky. The temperature became unbearably hot. They heard sounds like thunder, though there were no visible clouds. About 240 kilometers farther north, in the Tunguska valley in Siberia, the object exploded about eight kilometers above the ground setting fire to the forest and destroying trees, animals, and everything else around it. The blast was heard 1,207 kilometers away. Halfway around the world, seismographs registered the explosion as if it were a massive earthquake.

Later that day, a black rain began to fall in the Tunguska valley. In the following days, people all over Europe began reporting that the sky had a strange luminosity at night, and it was even possible to read or to take pictures without flash at four in the morning. The sunset had unusual colors.

It wasn't until almost 20 years later that someone decided to investigate. The area was sparsely populated and difficult to access, and the political situation at the time was complicated. It wasn't until February of 1927 that the first daring expedition arrived in the area. Mineralogist Leonid Kulik went to look for the strange object which had impacted Siberia. He had read newspaper accounts of the explosion, and he speculated that it must have been caused by a meteorite.

When he finally reached the site of the mysterious explosion, Kulik was amazed. Twenty years later the signs of devastation were still very clear. There were large areas of forest where everything had been destroyed and where new trees were beginning to grow again. He saw evidence of giant trees broken as if they had been matchsticks. It is estimated that the explosion knocked down around 80 million trees in an area ranging over 1,940 square kilometers.

Later studies by geochemists found dust that was of extraterrestrial origin, but there was no evidence of a crater—meaning that it exploded in the air. Scientists have calculated that the force of the explosion was the equivalent of three to five megatons of TNT. This is a greater force than an atomic bomb! If the explosion had occurred over a city, it could have caused tremendous damage, but in the forest, the only victims were trees and animals.

Scientists have speculated that the explosion was caused by a comet exploding over Earth, or perhaps a meteorite or an asteroid. Whatever the truth may be, over 100 years later people still continue to write and comment about it on Twitter, Facebook, Instagram, and other social media.

1. ________ The article is about a mysterious event that happened in 1908.

2. ________ People heard the explosion 565 kilometers away.

3. ________ The explosion occurred in the air.

4. ________ An expedition was sent to investigate shortly after the explosion.

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J Complete each sentence with an appropriate word or phrase. Use the reading in exercise **I** to help you.

The instrument used to measure the strength of an earthquake is called a *seismograph*

1. Another word for explosion is ______________________.
2. When we refer to the ______________________ of something, we're talking about how bright it is.
3. When there are very few people living in an area and their houses are spread out, we say the area is ______________________ populated.
4. When scientists make guesses about an object they can't identify, they ______________________ about it.
5. When we talk about the severe destruction that happened over a large area, we refer to the ______________________ in that area.
6. ______________________ are very thin wooden sticks that are used to start a fire.
7. Meteorites are examples of ______________________ pieces of metal or rock from space that land on Earth.
8. When meteorite hits the ground, it creates a very large hole called a ______________________.

K Join the sentences with adjective clauses using ***who***, ***whose***, ***which***, ***where***, or ***when***.

The man has a brother. / His brother is a lawyer. / The man recommended a different type of contract.
The man, whose brother is a lawyer, recommended a different type of contract.

1. They employed the person. / The person's father was a famous author.
____
2. They visited the site. / The excavation took place at that site.
____
3. Do you remember the time? / It was the time they told us that we would be in the same class.
____
4. She would never badmouth someone. / Someone had helped her in the past.
____
5. The book was reprinted. / It had been sold out.
____

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L Look at the picture and make a list of words that describe what you can see. Write your words under each heading below. Then write sentences about the picture using adjective clauses with ***when***, ***in***/ ***on which***, and ***where***.

when	in/on which	where

1. ____

____

2. ____

____

3. ____

____

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M WRITING

Write an informational essay about an important discovery.

1. Before you write, research the discovery to answer the following questions: What was found? Where and how was it found? When and how was it lost or hidden? What makes it important or unique? Use the chart below to record information and organize your ideas.

Discovery: ___	
What was found? Describe it.	
Where and how was it discovered?	
When and how was it lost or hidden?	
What makes it important or unique?	

2. Now use your notes from the chart to write your essay.

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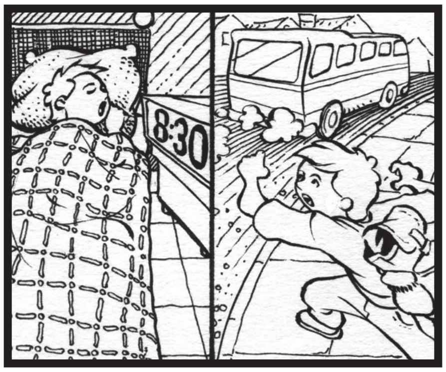
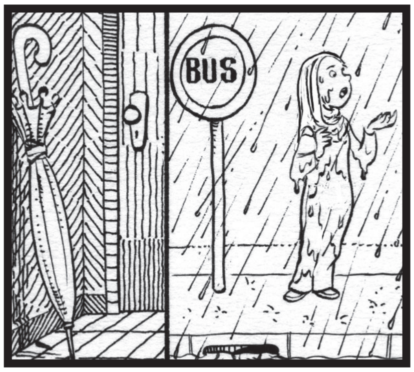
N Read the sentences and circle the correct word.

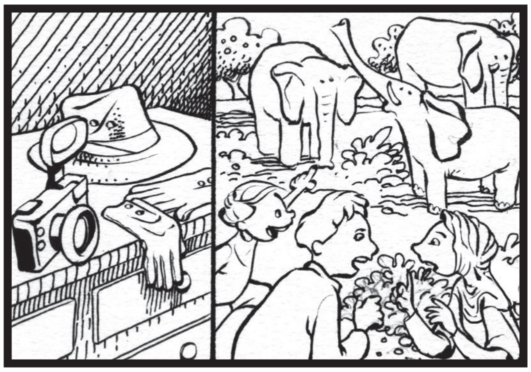
1. Put your keys in your pocket or you'll (**lose** / **miss** / **find**) them!
2. If you don't leave now, you will (**forget** / **find** / **miss**) your train.
3. They (**forgot** / **left** / **lost**) their finest art collection in the fire last month.
4. I think we're lost. Do you (**forget** / **remember** / **lose**) the address?
5. The Jones family are always so busy that they never (**miss** / **find** / **lose**) time to have a vacation together.
6. Ahmed is so conscientious and hardworking that he has never (**found** / **remembered** / **lost** / **missed**) a day of work.
7. I've booked an appointment for Tuesday at 6 p.m. Write it in your diary so you don't (**lose** / **forget** / **remember**).

O Look at the situations in the pictures and speculate how things may have turned out differently. Re-write the situation using hypothetical ***If***-clauses for the past.

1. boy sleeping/missing the bus
2. umbrella/woman in rain
3. camera/couple at zoo







1. If ______________________________, ______________________________.
2. If ______________________________, ______________________________.
3. If ______________________________, ______________________________.

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P Complete the story with the words and phrases in the box.

artist	**breathtaking**	**piece of art**	**art museums**	**famous paintings**

Hanan: Last month I went to the different **(1.)** __________________ in the city. I've never been to many museums before last month.

Norah: You probably saw some really **(2.)** __________________ and pieces of art.

Hanan: I did! But there was one **(3.)** __________________ that I had never seen before.

Norah: Was it in the Nouveau Art Museum?

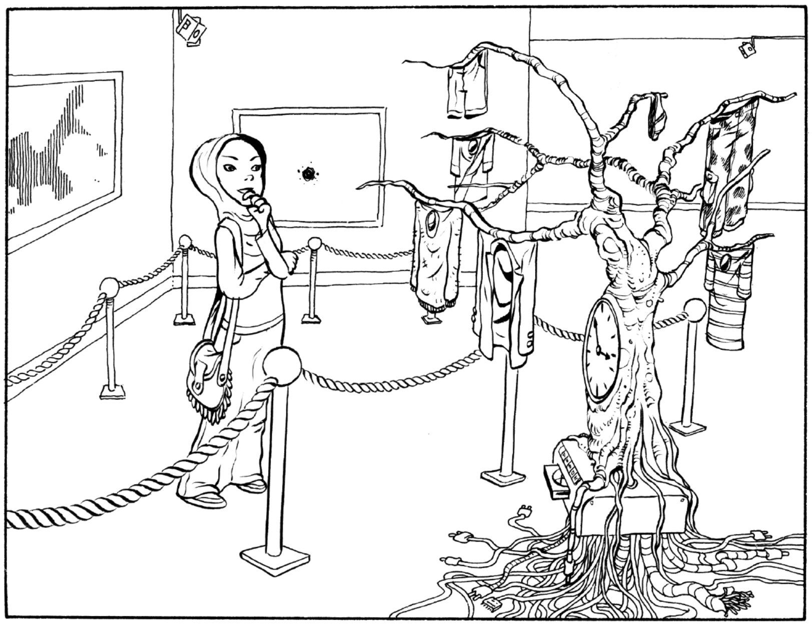
Hanan: Yes! How did you know that?

Norah: Was it a tall, silver tree?

Hanan: Well, I think so.

Norah: And the **(4.)** __________________ hung clothes on all the branches?

Hanan: I think you definitely saw the same piece of art. Can you believe it was in a museum?!



Norah: Oh, absolutely! It was **(5.)**__________________. The artist has so much talent. I'm a huge fan of his.

Hanan: Really? I didn't like it at all. The artist has no talent. I can't even remember his name, can you?

Norah: Oh, yes. He's my uncle!

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EXPANSION Units 10–12

A Match the words or phrases to their definitions.

1. _______ neutral	**a.** priceless
2. _______ praise	**b.** permanently
3. _______ munchies	**c.** morally good characteristics
4. _______ immune	**d.** feeling sad and disappointed
5. _______ virtues	**e.** gigantic
6. _______ for good	**f.** secret; private
7. _______ authentic	**g.** not favoring one side or the other; impartial
8. _______ malicious	**h.** say complimentary things
9. _______ invaluable	**i.** real
10. _______ confidential	**j.** crunchy junk food
11. _______ down in the dumps	**k.** not affected by something
12. _______ immense	**l.** deliberately harmful; hateful

B Answer the questions.

1. What classes are you currently taking?

____

2. Which places do you sometimes visit that are jam packed?

____

3. Who is your favorite fictitious character?

____

4. Give one example of how technology has evolved over the years.

____

5. Would you ever divulge a secret?

____

6. What, in your opinion, is your worst flaw?

____

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C Rewrite each sentence. Change the quoted speech to reported speech.

Maha said, "I lost my keys."

Maha said she had lost her keys.

1. They said, "We found your sweater! It was in the locker room."
 ____
2. Norah asked, "Are they coming to visit us?"
 ____
3. Her mother said to her, "Don't say anything unless you have something nice to say."
 ____
4. Ahmed said, "More people speak English in China than in the U.S."
 ____
5. The teacher said, "Close the door."
 ____
6. Asma said, "Fatima was speaking Arabic during English class."
 ____
7. He asked, "Has anyone seen my cell phone?"
 ____
8. They said, "Fahd is eating dinner at the cafeteria right now."
 ____

D Complete the sentences by writing all of the possible relative pronouns that could be used: ***who***, ***whom***, ***that***, ***which***, ***where***, ***when***, ***whose***, or **Ø** (for no relative pronoun).

A calculator is a tool *that / which / Ø* **we use to do mathematics.**

1. Morning is the one time of day ______________ I can think clearly.
2. The man ______________ car my father bought was very interesting.
3. The person ______________ I met on the train offered me a newspaper.
4. A carpenter is a person ______________ builds houses.
5. The new keyboard ______________ I bought has already broken.
6. I have a friend ______________ once found a 100-riyal bill.
7. The place ______________ my mother always hangs out is the kitchen.
8. A turtle is an animal ______________ has a hard shell on its back.

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E Combine the two sentences. Use the second sentence as an adjective clause.

A glass is something. We use it to drink water.
A glass is something that we use to drink water.

1. The man is new to the club. Adel sat next to him at the meeting.
____
2. Abdullah has a friend. He lives in Dubai.
____
3. A rest area is a place. You can get gasoline there.
____
4. Layla is my sister. She just got married.
____
5. Spring is the season. All of the flowers bloom then.
____
6. The place was very beautiful. We used to go camping there.
____
7. The rug got ruined. I bought it last week.
____
8. The man is difficult. He is working with my brother.
____

F Correct the errors in the sentences.

The teacher told ^ to study for the test. (*us* inserted above ^)

1. Qassim has an e-book reader that it can hold 500 books.
2. Peter said that he is sleeping when I called him last night.
3. A trashcan is something who you put your garbage in.
4. My mother asked whether I eat breakfast this morning.
5. The Atlantic is the ocean in where many species of whale live.
6. Jay said he was been writing a new book.
7. The person whose I talked to was a professor.
8. Tuesday is the day when that I study the longest.

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G Read and put the paragraphs in the right order for an essay. Use numbers. Indicate which paragraphs are part of the: **a. introduction** **b. main body** **c. conclusion / closing paragraph**

The History of Airbags

____

Highly unconventional tests and hundreds of crashes were carried out to help gain knowledge that could make the device safe. One of their primary concerns was stopping the airbag from deploying unintentionally–a horror scenario that would fuel further resistance and, more importantly, put people at risk. Yet more test cars were used in varied conditions and circumstances for years before the airbag was launched. Initially, cars were fitted with a front-passenger airbag in the late 1980s. A driver's airbag was introduced as a standard feature in 1992. Finally, the sidebag was added in 1995.

____

Over the years, airbags, as many other automotive features, have become a lot more sophisticated and deploy electronic systems that regulate the degree to which bags are inflated, depending on the severity of the impact. In addition, the function of bags can be adjusted to the size of the passenger, making them even more appealing to families with children. In other words, airbags seem to be following the trend alongside other devices and machines and are becoming personalized to suit individual requirements.

____

The invention had been patented as early as 1953, but ignored, the main reason being that the technology required did not yet exist. Automotive engineers rose to the challenge and started their explosive experiments in an attempt to overcome technical hurdles.

____

The windowbag was the next milestone in the airbag history, achieved in 1998. This bag inflates across the side windows in the event of a side impact and forms a large curtain that protects the heads of both the front and the rear occupants.

____

As in all such cases, the airbag became the subject of ongoing dispute at the start. When a fatal accident involving an airbag occurred in the USA in 1974, it fuelled more opposition and caused many to desert the project. The German mechanics were not put off the idea. They were determined to overcome hitches and demonstrate the potential of the airbag as a life-saving device; so they went ahead and developed it aiming at a global market.

1

A large area was cordoned off with engineers crouching behind thick walls, when there was a loud bang and shreds of fabric and plastic flew everywhere. The engineers had just completed another stage of testing in the development of the car airbag. This was how the idea of the airbag was developed in 1967, prompted by the increasing number of accidents and new laws that required protection systems for car drivers and passengers.

1. What would you change? ______________________________
2. What would you delete? ______________________________
3. What would you add? ______________________________

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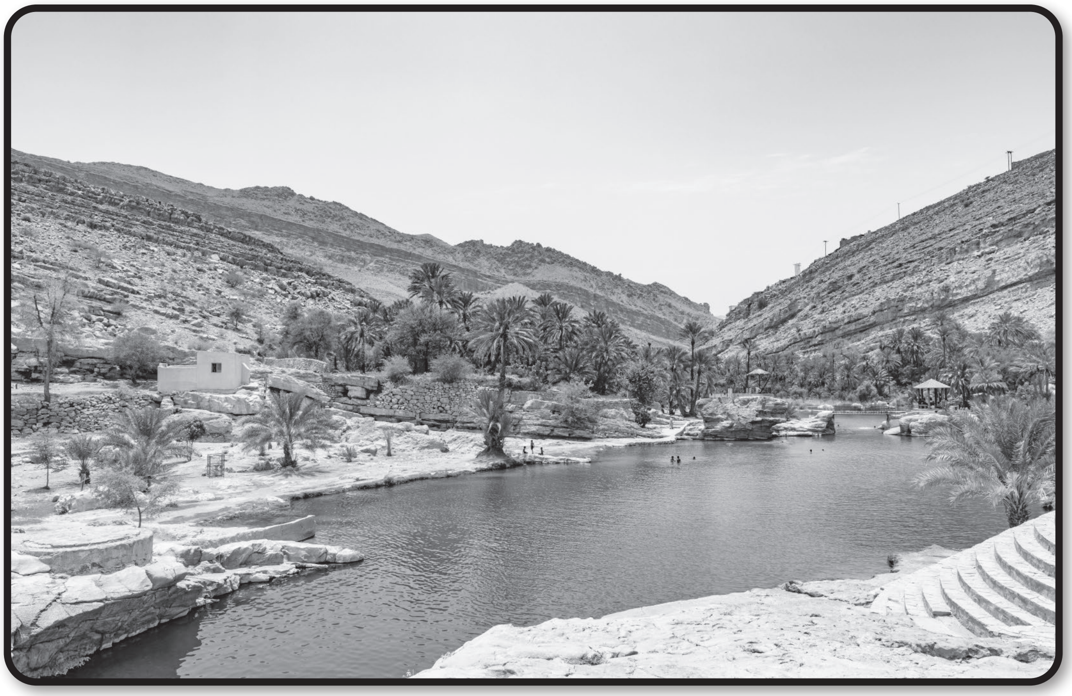
H Look at the picture and make a list of words for each of the following categories: ***mass***, ***peculiar***, ***awe***, and ***confounded***. Write sentences about the picture using the words you listed.



mass	peculiar	awe	confounded

1. ______________________________

2. ______________________________

3. ______________________________

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I WRITING

Choose a scientific discovery to research and write about. Use an idea from the box or an idea of your own.

electricity	**the airplane**	**the telephone**	**gravity**	**the fax machine**
the telescope	**radioactivity**	**the Internet**	**vaccinations**	**nanotechnology**

1. Before you write, use the chart below to organize your ideas. Write what you already know about the discovery in the **K** (*Know*) column. Write what you want to learn in the **W** (*Want to Learn*) column. Research these questions in your library or on the Internet. Then write what you've learned in the **L** (*Learned*) column.

K	W	L

2. Now use your notes from the chart to write your essay. Be sure to construct an effective conclusion.

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Writing Skills 1

Expressing Your Opinion

When giving your opinion, either orally or in writing, it is important to clarify whether the opinion that you are expressing is your own or one that is generally accepted.

Personal opinion	General opinion
I think that...	Most people know/think that...
In my opinion,...	Everyone knows that...
From my point of view,...	It is thought/believed/well known that...
As far as I'm concerned,...	Most people support/oppose the...
I strongly believe that...	

A. Choose the most appropriate beginning for each sentence.

1. (In my opinion / Most people know that) people today are too obsessed with earning money. They should try and enjoy life more.

2. (As far as I'm concerned / It is thought that) global warming will cause the polar ice caps to melt.

3. (Everyone knows that / I think that) governments of richer countries should give money to poorer countries.

4. (From my point of view, / It is thought that) medical care should be free for everybody.

B. Use the prompts to express opinions about the world today.

1. I think that ____.

2. It is believed that ____.

3. Most people support the idea of ____.

4. As far as I'm concerned, ____.

5. Most people think that ____.

When expressing your opinion in a debate, it is important not to make your statements so general that they are not true. For example, the statement *Everybody loves to eat junk food* can be easily argued with. However, the statement *Almost everybody loves to eat junk food* is much more difficult to argue with.
When expressing your opinion in a debate:

- Avoid words like *never, always, all, none*. Use words like *often, hardly ever, many, very few*, etc.
  ~~No~~ **Few** teenagers like school.
- Try using modal verbs to qualify the verb.
  There ~~will~~ **may** never be peace in the world.

C. Modify the following sentences to be less extreme.

1. It never rains in the desert.

2. There must be life on other planets.

3. It is impossible to find a cure for cancer.

4. All factories pollute the environment.

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Writing Skills 2

Rewriting

English is a very versatile language. By choosing vocabulary and structures carefully, you can often write the same idea in several ways. For example:

There are not enough homes in modern cities for the people who live there.
There is a shortage of homes in modern cities for the people who live there.
Modern cities do not have enough homes for the people who live there.
The number of homes in modern cities is insufficient for the people who live there.

Another way to improve your writing is to avoid constantly using the same word by using synonyms.

A. Complete the sentences so that the second sentence has a similar meaning to the first. Use the words in parentheses.

1. **a.** There will be an exam in biology on Monday.
   b. The students ______________________ in biology on Monday. (tested)
2. **a.** Computers have caused major changes in the way people work and study.
   b. Computers ______________________ work and study practices. (revolutionized)
3. **a.** Not many people like to drink coffee at night.
   b. Drinking coffee ______________________. (unpopular)
4. **a.** It was the first time the children had seen snow.
   b. The children ______________________. (never)
5. **a.** Many people think that Venice is the most charming city in the world.
   b. Venice ______________________ one of the most charming cities in the world. (considered)

B. Read the paragraph. Then rewrite the paragraph, replacing the underlined words with synonyms from the box.

greeted	grin	noticed	peered	portrait	rang
roses	scarlet	silent	stepped	the ocean	wandered

Anne arrived at the house and walked (**1.** __________) through the gate into the garden that smelled of flowers (**2.** __________). The sound of water (**3.** __________) reached her ears from somewhere out of sight. She walked (**4.** __________) up the path to the red (**5.** __________) door and pressed (**6.** __________) the doorbell. After a few moments, she saw (**7.** __________) someone behind the glass of the door, and it swung open to show her grandmother. Her grandmother looked (**8.** __________) at her for a few moments, and then her face relaxed into a smile (**9.** __________). Anne said hello to (**10.** __________) her grandmother and stepped into the warmth of the hallway. The door closed behind her, shutting her into the quiet (**11.** __________) atmosphere of the old house. She looked around the once familiar walls and saw that the picture (**12.** __________) of her grandfather was missing, nor was there any sign of him in the house.

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Writing Skills 3

Editing Finished Work

Good writers know that a piece of work isn't finished until it has been checked for errors. This is especially important when writing in a foreign language. It's a good idea to take a break before checking your work so that you can look at it with fresh eyes. Read the following checklist for editing finished work.

Audience	Is the work appropriate for the intended audience? Have you written a formal piece for an informal situation or vice versa? Will the reader understand what you are trying to communicate?
Extra words	Have you included any extra words by mistake? Common examples include: articles, prepositions, personal pronouns, etc.
Missing words	Are there any words missing? Common examples include: articles, auxiliary verbs, prepositions, personal pronouns, etc.
Grammar	Is the grammar correct? A common example of a grammar mistake is forgetting the third person -*s* on present simple verbs.
Tenses	Have you used the correct tenses? Make sure that you are consistent with your tense usage and don't change tense in the middle of a sentence.
Punctuation	Punctuation is a very important feature of written English, often dictating meaning. Make sure that your work is punctuated correctly according to English rules.
Spelling	Many people have problems with English spelling, but most problems can be avoided by being careful. If you're not sure of a word, look it up in a dictionary!

A. Correct the errors in the sentences.

1. My father is a journalist for seven years.
2. My parents was born in 1970 and got married in 1992.
3. I like Amy and Carol, but I really can't stand there pets.
4. The doorbell rang when Mindy talked to her friend on the phone.
5. I had a terrible day at work yesterday. My computer crashed and I lose all my work.
6. I think that the athletes should set a better example for young people.
7. Although cell phones have changed our lives forever, not everybody like using them.

B. Add capitalization and punctuation to the sentences.

1. mike turned to kevin and asked will you help me
2. suddenly the children ran to the door their father was home from his business trip
3. what do you think people should do to help decrease poverty in developing nations
4. sam doesnt like school very much but he does enjoy his english class
5. frank asked if he wanted time to think about it before he made his decision
6. my favorite book of all time is oliver twist by charles dickens.
7. in spite of all the bad reviews I still enjoyed the restaurant.

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Writing Skills 4

Writing an Account or Newspaper Article

Although most of us know what we want to say when we start writing, it is often easy to forget while in the process of writing, which can cause the work to lack structure and make it difficult for the reader to understand. Plan briefly first, so that you can check your progress as you write. Follow the guidelines below to help you.

1. Decide what information you need to convey to the reader. Ask yourself the questions ***Who? Why? What? Where? When? How?*** to come up with most of the information you need to include.
2. Write a brief plan like the one below, explaining what you will include in each paragraph. This will also help you decide how many paragraphs you need to include.
3. When you finish, check the work against the plan to make sure you've included everything. Try and read the piece as if you were someone else. Does it include all the information you need to provide?

A. Read the text that follows the plan and reorder the paragraphs so that they match the plan.

1. Introduction, mystery finally solved
2. Background history of the case, search, police and residents' reaction
3. How the case was solved
4. The men's reaction, what they've been doing, employers' reaction

a. However, two days ago, police received a phone call from their colleagues in New York saying that there was a man in their precinct who claimed to know what had happened to the two men. An agent flew up to New York to interview the man who had seen the case of the escaped convicts on a popular TV program on unsolved crimes, and had immediately recognized one of the men as his next-door neighbor and the other man as his next-door neighbor's cousin. He said that he'd never realized who they were before, because both men had changed their names as well as the color of their hair and eyes!

b. The two men were arrested in their new home. They had both been able to find jobs and were planning to get married soon. Confronted with the prospect of spending another twenty years in prison, one of the men had a stroke and was taken to hospital. The other man was driven back to the penitentiary to wait for their final sentencing. Neither man regretted escaping. They had both started new lives and had not committed any unlawful act while out of prison. Their employers have offered to testify as character witnesses and claim that both men have been model workers.

c. The two run-away convicts were first reported missing in May 2007, when they failed to appear at the door of their cell during morning inspection. Described as two of the most intelligent and dangerous criminals, the two men caused an enormous stir in the media. A national manhunt was launched in an effort to locate and apprehend the two escapees. Over one hundred thousand residents helped the police search the area and the surrounding desert with no success. Local law enforcement officers and residents eventually resigned themselves to the fact that they would not be able to find the two men.

d. After years of a nationwide search, it appeared that police had finally located the getaway car and prison uniforms of the detainees that had managed to dig their way out of the high security penitentiary in Phoenix, and a few days later the actual escapees.

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Speaking Skills 1

Public Speaking Part 1

"When you listen, you have power. When you talk, you give it away."— Voltaire

It might seem strange to begin a discussion on public speaking with this quote, but it states the most essential condition of effective communication. Public speaking, as in speeches, presentations or debates, is addressed to an audience. If the speaker does not take that audience into consideration and does not attempt to approach, involve, and engage it, public speaking becomes a monologue; and no matter how eloquent that monologue might seem, it falls on few ears, if any, and is easily forgotten.

So, our first concern is our audience in relation to the topic/content of our talk and how we can begin, carry on, and round up in an interesting and memorable manner. If listeners go away remembering one thing, you should be satisfied; if they remember two things, you should be very pleased; anything more than that is a tribute to your unique skills as a speaker/presenter!

The audience	• Take the time to look at people in the audience before you begin speaking; greet and/or make eye contact with people you recognize. Smile! • If you have been a member of the audience in the past, you might recall that audiences sometimes get almost as stressed as the speaker, especially when the speaker is a well-respected and admired individual.
Getting to know the audience	• Begin with a joke or comment that will break the ice and put you in a better position by bringing presenter and audience closer together. • If you feel confident, you might begin by eliciting expectations and comments from the audience and then launch into your content, having made a definite connection that will contribute to a successful presentation.
Engaging and involving the audience	• Use open questions. Get information before you give information. Don't be afraid to follow up one question with another. Listen and observe audience responses/reactions; they will provide the clues you need to continue as you get closer to your audience, and will demonstrate your genuine interest in them. • Use stories to introduce or illustrate issues and entertain your audience. An audience that is entertained is more likely to be "captive" and remember things. • Questions which get the audience to express points that you would have to make otherwise, ensure audience agreement effectively and efficiently. • Look upon interruptions as communication opportunities rather than disrespectful distractions. They are indications of active participation.

1. Work with a partner. Choose one of the topics/titles below and decide on an opener, i.e. story, question(s), joke, or quote to use with the rest of your class or a class from another school as an audience.
2. Prepare and rehearse your opener with each other. Do not write it out fully. Use notes and remember to look at your audience as you present.
3. Present your openers and select the most effective ones. Reflect on why they were effective.

Topics: A Friend in Need Is a Friend Indeed — Life in Space — Robotics: Advantages and Disadvantages

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Speaking Skills 2

Public Speaking Part 2

Preparation	• Rehearse by taking on the role of the presenter or audience as required. When one of you stands up to rehearse his/her part, the rest of the group should listen to the presentation as members of the audience and react accordingly. • Evaluate your own and your fellow students' presentations and make suggestions for improvement. • If you are participating in a group presentation, finalize your section on an individual basis to make sure that the rest of the group does not know exactly what you are going to say. This will help you/them evaluate and find out how effective and clear the presentation is and test content relevance and appeal. • Edit your content, language, style, and material by checking each other's work. It is easier for someone else to be the editor of something that you have written/worked on. • Do not learn what you are going to say by heart as it will probably sound flat and mechanical. You will be more worried about remembering what you wrote rather than getting through to your audience, and that should be avoided at all costs.
Group presentations	• Always have a back-up option should something go wrong. Be prepared to cover for at least one more person in your group, i.e. each section is assigned to one primary speaker with a second person as an understudy, so he/she can step in, should there be an emergency. • Coordinate carefully to make sure that you are all contributing to the final outcome, effectiveness, and appeal of your talk/presentation. • Identify and utilize the group participants' strengths. Not everyone has to do the same thing. Synergy is the key to a group/team effort. Discuss and agree on different roles within the team, i.e. team coordinator, artist, designer, editor, researcher, speech specialist, etc. • Agree on manageable chunks to work on for each individual. No single individual is supposed to do "their own thing." This will only waste the time available, duplicate content, bore the audience, and demonstrate lack of communication within the group.

1. You are a member of a group of 6. You are planning an advertising proposal for a new type of electronic reader. Study the profiles and assign a role to each member of the group.

A: Good at drawing and math, has original ideas but does not have enough self-confidence, rather shy
B: Good in literature, can write well but not always in the appropriate style, tends to be a little overconfident or too formal, highly organized
C: A good eye for detail, can evaluate things on the spot, very good ideas but not always willing to implement them, good team member, willing to share
D: A good eye for detail, very careful to the point of being tedious, a perfectionist, tends to get side-tracked by details at the expense of the whole, conscientious and diligent, easy to get along with
E: A natural communicator, outgoing and assertive, can get people to do different things without even asking, highly creative
F: A likable, gentle personality with a lot of strengths, sometimes too hesitant and quiet due to lack of confidence, a natural listener

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Speaking Skills 3

Public Speaking Part 3

Managing content	• Decide on the amount of information that is going to be included with the audience in mind. There is always the temptation to include too much. If a speaker bombards you with masses of information within a short period of time, how much of it will you remember or even hear? It is better to select fewer items carefully and add relevant information as you speak, always monitoring your audience and adapting as you go on. So “less is more.” • Your aim is not to say as much as possible with as many “difficult” vocabulary items as possible. Your aim is to communicate effectively with your audience. It is normal for speakers to stop, rephrase, repeat, etc. • Pauses are used by experienced speakers to let points sink in, create an effect, or prompt an emotional response. • What seems like an eternity of silence to a nervous, less experienced speaker is often hardly noticed by the audience; if noticed, it often serves as a welcome respite and a chance to breathe and collect one’s thoughts.
Using visuals	• Slides and visuals are used to provide a frame of reference for the audience, to activate relevant knowledge, experience, feelings, thoughts, and memories, and raise associations. They help highlight important points and make them more memorable. If a speaker goes on with nothing for the listeners to use as a frame of reference, it is very hard for them to follow, make links, and remember. • Slides/visuals/posters are essential when one is presenting as they can be highlighted or revealed gradually as the presenter speaks (PowerPoint). When you use a poster, you can cover some of the texts and/or pictures with cards or sheets of paper that are cut to size, and reveal them gradually. This reinforces train of thought and reasoning and gets your listeners to think as they listen and contribute actively.

1. Work in pairs or groups. Choose visuals for one of the topics below. Search for photos and/or drawings on the Internet, in magazines and other publications, or design your own. You might decide to make a collage, a scroll, or a poster, or use your visuals separately.

2. Think about and write open questions or a statement/quote that you can use with some of your visuals to elicit ideas and raise audience expectations.

Topics: A Vision of the Future — Culture and Communication — Learning Languages

Speaking Skills 4

Public Speaking Part 4

Body language	• Stand up straight and face your audience. Make eye contact. Smile if you can. • Use gestures to stress, illustrate, or demonstrate taking into consideration cultural norms. Check to make sure that the gestures you are likely to use are acceptable. • Move along the front in order to spread attention more evenly. Standing on one side of a room usually favors one part of the audience at the expense of the rest. • Do not pace frantically while speaking non-stop, and avoid reading directly from a script held in your hand. • Experienced speakers have a way of appearing relaxed, even when they are not. This is related to posture: holding your head up, throwing your shoulders back in a relaxed manner as you stand straight, using facial expression, a smile or laughter, making eye contact, and not being afraid to communicate with the audience.
Voice	• Use your voice well. Do not look down as you speak if you want to be heard and sound clear and articulate. Do not shout. Project your voice! If you project from within, you should feel a vibration in your throat if you rest your fingers on it.
Dealing with stress/fear	• Try to be as relaxed as you can. Remember that your classmates will be or will have been in the same position while presenting. • Be prepared with an icebreaker. Icebreakers are a good way to start with new and familiar audiences. This way, you will get your audience to interact and be actively involved from the start. There is an abundance of ideas available on the Internet that you can choose from. • Breathe normally. Think of how nervous other people must have been when they first had to present or speak in public. • Stress is a necessary ingredient for a successful presentation. It makes you alert and mobilizes all your skills and abilities. • Visualize yourself as a member of the audience that stands up and takes the stage. Then raise your head and “sweep” the room with a broad gaze from side to side. If necessary repeat. Smile!

ENJOY your presentation! That’s the way to gain from the experience and develop your skills.

1. Practice on your own. Choose an opening story, questions, or an icebreaker that you already have or design/find a new one.
2. Stand in front of a mirror and pretend that you are talking to an audience. Present your story or icebreaker. Observe your facial expressions and gestures. Make eye contact! Evaluate and repeat until you are satisfied. This will eventually help you visualize yourself and control your body language effectively!

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